Senior 4 Consumer Mathematics (40S)
Standards Test

Administration Manual for Supervising Teachers

January 2002

Manitoba
Education,
Training
and Youth

Preface

This *Administration Manual for Supervising Teachers* is distributed to teachers and administrators, and must be read prior to administering the standards test. The rules and guidelines in this manual must be strictly observed to ensure the consistency of standards test administration.

Please use this manual in conjunction with the registration package, the *Policies and Procedures for Standards Tests* handbook and the *Information Bulletin* to gain a full understanding of the protocols and procedures associated with this test. This manual contains general information about the test, step-by-step instructions for the test administration, and policies regarding absenteeism, lateness, violation of rules, etc.

If you encounter exceptional circumstances not addressed in this manual, or if you have further inquiries, contact Raymond Novog, Administrative Officer, at 945-5580, or toll-free at 1 800 282-8069, extension 5580.

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General Information

Manitoba Education, Training and Youth develops all standards tests in collaboration with teachers from across the province. This standards test is based on the student learning outcomes and standards found in the *Senior 4 Mathematics Outcomes and Draft Standards* (2000) document.

The standards test is locally-marked and counts for 30% of each student's final grade in the course. Marking instructions are provided by the department immediately following test administration. Student results on the test will be released to students according to local policy on the date designated by local jurisdictions.

All students enrolled in Senior 4 Consumer Mathematics (40S), except those who have been exempted, must write all three components of the standards test during the scheduled dates and times. Please note that all students repeating the Senior 4 Consumer Mathematics (40S) course must write the test, even those who may have previously passed the provincial examination.

Students are expected to write the standards test as scheduled near the end of the semester in which they take the course (i.e., January for first-semester courses, May/June for second-semester and full-year courses).

All schools should receive the test materials prior to the test date. Principals of public schools outside the Winnipeg area should receive test materials from their division/district offices. Principals of all other schools will receive test materials directly from the Assessment and Evaluation Branch.

The number of test booklets sent to each school is based on the October 31, 2001 registration information provided by the school. Please advise Raymond Novog, Administrative Officer, at 945-5580, or toll-free at 1 800 282-8069, extension 5580, immediately if the number of students registered to write the test has increased since registration.

In the context of marking standards tests at the local level, Manitoba Education, Training and Youth will:

- train representatives from local jurisdictions to act as local marking co-ordinators;
- collect and scan all marker sheets from jurisdictions to provide them with test result summaries; and
- support provincially-funded local jurisdictions by providing $10.00 for each locally-marked test administered in accordance with the test schedule on page 2.

Features of the test

All students seeking credit in Senior 4 Consumer Mathematics (40S) this semester must write all three components of the standards test during the scheduled dates and times.

The *Senior 4 Consumer Mathematics (40S) Standards Test* consists of a *Portfolio* and *Project* both valued at 30% each, and a *Written Test* valued at 40% of the total standards test. Overall the standards test accounts for 30% of each student's final mark.

English or French versions of the test are available for students enrolled in Senior 4 Consumer Mathematics (40S) or "Mathématiques du consommateur de secondaire 4 (40S)". The test is administered and locally scored and includes an optional portfolio interview.

The provincial standards test is based on the student learning outcomes and standards found in the *Senior 4 Mathematics: Outcomes and Draft Standards* (2000) document, and is consistent with the test specifications outlined in the *Information Bulletin*. A copy of the *Information Bulletin* is conveniently posted on the Manitoba Education, Training and Youth website at http://www.edu.gov.mb.ca./metks4/curricul/assess/aepdf/math.

Please note that a *Demographic Data Form* must be completed by each student at the time of the *Portfolio* Component (see sample Appendix II, p. 24).

Test schedule

The following table summarizes the schedule for the *Senior 4 Consumer Mathematics (40S) Standards Test*:

Date	Component	Preparation Time	Time Required for Administration
Completed prior to January 7, 2002	*Portfolio*	as needed	as needed
January 7 to 18, 2002	*Project*	10 minutes of preparation and instructions	Three 60-minute sessions
Morning of January 18, 2002	*Written Test*	15 minutes of preparation and instructions	90 minutes

The *Written Test* must be administered between 8:30 a.m. and 12:30 p.m. on January 18, 2002.

Policies for Standards Tests

Principals and supervising teachers should be aware that the *Policies and Procedures for Standards Tests* handbook has been distributed to all schools and is available on-line at http://www.edu.gov.mb.ca/metks4/curricul/assess/index.html. This handbook outlines current policies and procedures related to the administration of standards tests and reflects the principles and guidelines contained in *Principles for Fair Student Assessment Practices for Education in Canada* (1993).

Adaptations

Schools are asked to identify and submit requests for test adaptations **at the time of student registration**. These requests should be submitted on the *Request for Adaptations Form* included with the registration package. Following departmental review of the adaptation requests received, schools will be advised of the department's decision regarding these requests (*Policies and Procedures for Standards Tests* handbook, Sections 4.0, 4.1 and 4.2).

Exemptions

Decisions for student exemptions that fall within the guidelines set out in the *Policies and Procedures for Standards Tests* handbook, (Sections 5.0, 5.1 and 5.2) are made at the school level and do not require departmental approval. Schools are required however to report school-based exemptions on the *Student Exemption Report* included with the registration package. If additional student exemptions are needed after the registration deadline date, an additional *Student Exemption Report* should be submitted as soon as possible.

For exemptions that fall outside the parameters of the policy and procedure guidelines, requests are to be made **at the time of student registration**. Please submit requests in writing to Ernest Molgat, Director, Assessment and Evaluation Branch, 71–1567 Dublin Avenue, Winnipeg MB R3E 3J5.

Re-read provisions

As the reporting of individual student scores on locally-marked standards test is the responsibility of each local jurisdiction, the re-read policy for these tests is determined locally.

Return of tests to students

Local jurisdictions decide whether to keep the test booklets or return them to students.

Test confidentiality

Test materials must be kept secure and sealed until the date and time of administration.

Written Test booklets and *Project Resource Packages* must not be reproduced nor information from them be communicated in any way until test administration is completed.

Project Component

Project Resource Packages are to be kept secure until the morning of January 7, 2002, at which time the sealed packages may be opened by teachers. All resource packages **(used or unused)** must be accounted for and returned to a secure location in the school between test sessions.

Written Test

Bundles of the *Written Test* booklets and the *Written Test Resource Packages* are to be kept secure until the morning of January 18, 2002, at which time the sealed test bundles may be opened by teachers. All **used** test booklets must be accounted for and packaged for local marking.

Student materials

Project Component

Although the *Project Resource Package* contains sufficient research materials for students to complete the *Project Component* students may use any available resources. All *Project Resource Packages* must remain in a secure location in the school at all times.

At the end of session 3, *Project Resource Packages* should be retained by the teacher until final marks have been released.

Written Test

Students should be instructed to have an HB lead pencil, an eraser, a ruler and a calculator to complete the *Written Test*.

Students should be cautioned that calculators may not be shared during the *Written Test* and calculator batteries should be checked before the test begins.

The supervising teacher should have extra pencils, erasers, rulers and calculators to provide to students, should the need arise. Ensure that a pencil sharpener is available in the test room.

Students must **not** bring dictionaries, notes or text books into the test room during the *Written Test*. Please note that this also applies to ESL students writing the test.

Students leaving the room

Students are expected to remain in the room for a minimum of 45 minutes for the Written Test.

Any student who must temporarily leave and re-enter the room should be accompanied by a replacement supervisor. This practice ensures that the supervising teacher can remain in the test room with the students at all times.

Late arrivals

To avoid the opportunity for students to relay information during the *Written Test*, students may not enter the test room after the first 15 minutes of the *Written Test* administration.

Student absences

Students absent for any of the three sessions of the *Project Component* of the standards test may be permitted a make-up session at the discretion of the classroom teacher. Make-up sessions must be administered using the same rules and procedures as regular test sessions.

The Written Test **cannot** be administered at a later date.

Students who are absent on the day of the *Written Test* are governed by school or school division/district policy concerning student absences during final tests. The final mark for these students must be identified as a school-based assessment and evaluation practice only.

For the purpose of determining whether the requirement for a mandatory standards test has been met for graduation, completing 70% of the test (the *Written Test* plus one other component) will be deemed sufficient.

Responding to student questions

Avoid making any directing/guiding comments during the *Written Test,* other than those required for distribution of materials and instructions to students.

No explanations, translations, rephrasing, clarifying statements or comments of a similar nature may be provided about the test content.

If a student asks a question related to *Written Test* content, a suggested response is, "I'm sorry. I can't answer your question. Do your best with it."

Suspected errors in printing or wording in the *Written Test* should not be communicated to students unless specific instructions are received from the Assessment and Evaluation Branch.

Student transfers from one school to another

Transfers in

When a student transfers into the school after completing the *Portfolio Component* in another school, the receiving supervising teacher records the new student on the *Student Registration Update* form. The student completes a new *Demographic Data Form*. The receiving school should request the **original** *Portfolio Recording Sheet — January 2002* from the previous school.

The receiving school will need the *Portfolio Recording Sheet — January 2002* to calculate a total mark for the *Senior 4 Consumer Mathematics (40S) Standards Test*.

The Assessment and Evaluation Branch will combine the scores for the student from both schools to create the *Combined Results Report* for the school in which the student is currently registered.

Department funding of $10.00 for each locally-marked test will be based on where the student completed the *Written Test*.

Transfers out

When a student transfers out of the school after completing the *Portfolio Component*, record the student's name on the *Student Registration Update* form.

Provide the receiving school with the original of the *Portfolio Recording Sheet — January 2002*. The receiving school will need the score on the *Portfolio Component* to calculate a total mark for the *Senior 4 Consumer Mathematics (40S) Standards Test*.

Violation of rules

The *Written Test Rules* are read aloud to students by the supervising teacher immediately before the *Written Test* (see Appendix I, p. 23).

Document any violation of rules on the *Supervising Teacher Report*. This documentation should include:

- the test booklet number; and
- a description of the circumstances, including available evidence.

The student may be permitted to complete the test.

The consequences of any violation of rules are a local decision.

Defective materials

Students should be assured that they will not be penalized for any obvious error in printing or wording. Local marking co-ordinators will be advised of any known errors before the marking session. Return the unused and/or damaged booklet(s) with the reports and forms being sent to the department immediately after the *Written Test* session.

On the Written Test administration date

If a damaged or imperfectly printed *Written Test* booklet is discovered **at the start** of the test session:

- replace the defective test booklet with a new test booklet; and
- print "DAMAGED" on the test booklet cover and on the *Attendance Form*.

During Written Test administration

If a damaged or imperfectly printed test booklet is discovered **during** the writing of the test:

- give the student a new test booklet (the student keeps the damaged test booklet until the end of the session);
- instruct the student to continue responding to test items in the new test booklet;
- collect both test booklets at the end of the test session and ensure both booklets are kept together by bundling with an elastic band;
- cross out the existing booklet number on the undamaged test booklet and change it to the original booklet number so that **all student responses are recorded under the original booklet number**;
- indicate on the *Attendance Form* that two booklets have been used for one student (see Appendix III, p. 25); and
- record the defective test booklet number on the *Supervising Teacher Report*.

> ***Note:*** *If a printing error is discovered* ***during*** *the writing of the Written Test, the student retains both booklets until the end of the test administration.*

Responsibilities of School Principals

It is the responsibility of principals to ensure that all components of the standards test are kept confidential until the test administration is completed.

Other responsibilities are listed below.

If test packages are not in the school by January 7, 2002:

- public school principals outside the Winnipeg area should contact their superintendent;
- principals of public schools in the City of Winnipeg, independent and band-operated schools should contact Raymond Novog, Administrative Officer, at 945-5580, or toll-free at 1 800 282-8069, extension 5580.

Use the *Packing List* to confirm that all materials have been received. Count the shrink-wrapped test booklets and resource packages to ensure that there are enough booklets for the number of students writing the test. **Only *Project Resource Packages* may be opened on January 7, 2002.** These packages are clearly labelled *Project Component*. **Keep the shrink-wrapped *Written Test* bundles unopened until the morning of January 18, 2002**. If additional test materials are needed, immediately contact Raymond Novog, Administrative Officer at the above number.

Store all test materials in a secure area in the school.

Provide supervising teachers with a list of the Manitoba Education, Training and Youth (MET) numbers for the students registered to write the test. Call the Professional Certification and Student Records Unit at 1 800 667-2378 to obtain MET numbers for new students.

Make arrangements to meet the requirements of the adaptations approved for students (see Adaptations, [p. 3 of this manual] and *Policies and Procedures for Standards Tests* handbook, [Sections 4.0, 4.1 and 4.2]).

Co-ordinate test scheduling and space requirements.

Minimize the frequency of school announcements during the *Written Test*.

Ensure that a replacement supervisor is available to accompany students who must temporarily leave the room.

Provide the resource package(s) and the *Written Test* materials to the supervising teacher on the morning of the designated days.

Advise the Assessment and Evaluation Branch of school closures or suspended school bus transportation services that occur on the test date(s) as a result of unusual or extenuating emergency circumstances or extreme inclement weather conditions. Please contact Lorna Martin, Assessment Consultant, at 945-8075 or toll-free at 1 800 282-8069, extension 8075.

Complete the *Principal Feedback Form* before the end of the *Written Test* session.

Responsibilities of Supervising Teachers

Supervising teachers administer the test using the step-by-step procedures outlined in the following three checklists in this manual. There is a separate checklist for each component of the standards test.

Please note that a *Portfolio Checklist of Procedures* was sent prior to the release of this manual and should be read in conjunction with the information contained in this manual.

Points to Remember

- Remain in the classroom throughout each part of the standards test and engage in work solely related to the duties of supervising the test.
- A replacement supervisor must be available to assist you.
- Store all documents not in use in a secure area in the school.
- Ensure that once a booklet number has been assigned to a student, all materials distributed to that student have the same booklet number.
- Students may **not** have access to their *Project Resource Packages* between sessions, and may **not** use anything produced outside of class during the *Written Test*.

Checklist of Procedures (Portfolio)

(check ✓)	**Advance Preparations**
	1. Ensure that:
	• appropriate scheduling and space allocation for the *Portfolio Component* has occurred
	• the *Portfolio* materials have been received
	• a list of MET numbers for students registered for the standards test is available
	2. Notify students in advance of the:
	• date and time of the *Portfolio Component* interview (as applicable)
	• date and time of the submission of the *Portfolio Component* (as applicable)
	• material(s) needed for the *Portfolio*
	• need for each student to record and retain the standards test (booklet) number assigned to them Students must use the assigned number for all three components of the standards test.
(check ✓)	**Prior to the Portfolio Component**
	1. Ensure that your materials are available:
	• *Student Organizer Sheet* (1 per student)
	• *Student Choice—Explanation Sheet*(s) (3 per student)
	• *Career/Life Project—Explanation Sheet* (1 per student)
	• *Personal Income Tax—Explanation Sheet* (1 per student)
	• *Attendance Form*(s)
	• *Portfolio Recording Sheet*(s)
	• *Demographic Data Form*(s) (in envelope provided for storage)
(check ✓)	**Beginning the Portfolio Component**
	1. Distribute:
	• *Student Organizer Sheet* (1 per student)
	• *Career/Life Project—Explanation Sheet* (1 per student)
	• *Personal Income Tax—Explanation Sheet* (1 per student)
	• *Student Choice—Explanation Sheet* (3 per student)
	• *Demographic Data Form*(s) (1 per student)

	2. Circulate the *Attendance Form*(s) so students can print their names beside their test (booklet) number. They will need this number to write on their *Demographic Data Form* and *Portfolio Explanation Sheets*. Note: The *Attendance Form* is the only record connecting students' identities to all three components of the *Senior 4 Consumer Mathematics (40S) Standards Test*.
	3. Supervise the completion of the *Attendance Form*(s) by ensuring that students print their name beside their standards test (booklet) number.
	4. Read instructions for completing the *Demographic Data Form*(s) printed on the top left corner of the form. Direct students to print and shade in all information requested on the *Demographic Data Form*. Remind students of the importance of accurately recording the Program Information (English, French Immersion or Français).
	5. Instruct students to write their standards test (booklet) number on their *Portfolio Explanation Sheets*.
	6. Instruct students to ensure that the (booklet) test number recorded on their *Demographic Data Form*(s) is accurate **and** the same as the number printed on the *Portfolio Explanation Sheets*.
	7. Collect the *Demographic Data Form*(s).
	8. Read aloud the *Student Organizer Sheet*.
	9. Remind students:
	• which scoring approach you will be using for the *Portfolio* component (content or interview)
	• they will submit the *Explanation Sheets* with five work samples prior to January 7, 2002
	• they should record their booklet number and have it available for the *Project Component* and the *Written Test*
(check ✓)	**During the Portfolio Component**
	1. Students who are present will have signed the *Attendance Form*. Remember to add the name of any student(s) absent at the session for the distribution of the *Portfolio* materials.
	2. Ensure that each student absent at the session for the distribution of *Portfolio* materials completes a *Demographic Data Form*.
	3. Verify that all the information on each *Demographic Data Form* is accurately printed and shaded. Ensure that the section asking for Program Information is accurate and complete. Place all used forms in the labelled envelope provided. Do not use elastic bands, staples or paper clips as these may damage the sheets.
	4. Store the *Demographic Data Form*(s) in a secure location until they are to be forwarded to the Assessment and Evaluation Branch (after the *Written Test* is complete).

(check ✓)	**Ending the Portfolio Component**
	1. As each student submits a *Portfolio* (contents approach) or completes an interview (interview approach), indicate with a "✓" in the appropriate column of the *Attendance Form*. If a student does not submit a *Portfolio* or undergo an interview, leave a blank space for that student under the "*Portfolio* submitted" column of the *Attendance Form*.
	2. As students submit the *Portfolio* (contents approach), ensure that each booklet number on the explanation sheet(s) matches the information on the *Attendance Form*.
	3. Ensure that the number of checkmarks in the "*Portfolio* submitted" column matches the number of the *Portfolio*(s) submitted for the marking (contents approach) or matches the number of interviews completed (interview approach).
	4. Students should complete the *Portfolio Component* prior to January 7, 2002.
	5. Store the *Portfolios* (contents approach) and the *Portfolio Recording Sheets* in a secure location until marking begins.
(check ✓)	**Marking the Portfolio Component**
	1. a) Contents approach Retrieve the *Portfolios* and the *Portfolio Recording Sheet*(s) from the secure location.
	b) Interview approach Retrieve the *Portfolio Recording Sheet*(s) from the secure location. Ensure the MET number, standards test (booklet) number and student name on the *Recording Sheet* is accurate for the student being interviewed.
	2. Score the *Portfolio Component* using the recommendations in the *Portfolio Component* package issued with the registration information letter dated October 11, 2001.
	3. Record student marks on the *Portfolio Recording Sheet*(s). Keep a separate record for your file of each student's results.
	4. Place the *Portfolio Recording Sheets* in numerical order in the envelope provided.
	5. Store *Portfolio Recording Sheets* in a secure location until they are shipped to a local marking site, if a centralized model is used.
	6. The student *Portfolios* (contents approach) remain with the school. They are **not** to be forwarded to a local marking site nor are they to be forwarded to Assessment and Evaluation Branch.

Checklist of Procedures (Project)

(check ✓)	**Advance Preparations for the Project Component**
	1. Check with your principal to ensure that:
	• the *Project* materials itemized on the *Packing List* have been inventoried.
	• arrangements have been made to accommodate the adaptations approved for any students.
	• a list of MET numbers for students completing the *Project Component* is available.
	2. Notify students in advance of:
	• the due date for submission of the *Project Component*
	• the dates and times of the three sessions of the *Project Component*
	• materials needed to complete the *Project Component*
	3. If there is more than one teacher supervising the test, photocopy the *Supervising Teacher Report* and the *Supervising Teacher Feedback Form*.
(check ✓)	**Prior to the Project Component**
	1. Ensure that the following materials are available:
	• *Packing List*
	• *Project Resource Package*
	• *Attendance Form*(s)
	• *Demographic Data Form*(s) (for students who have arrived since the start of the *Portfolio Component*).
	• *Student Registration Update* form
	• *Project Recording Sheets—January 2002*
	• *Supervising Teacher Report*
	• *Supervising Teacher Feedback Forms*
	• *Principal Feedback Form* (this form must be completed prior to the end of the *Written Test*).
	• *Administration Manual for Supervising Teachers* (this document)
	2. Count the number of *Project Resource Packages*. The number of packages should equal the number requested by the school plus the additional packages. The number of *Project Resource Packages* should also be identical to the number on the *Packing List*.
	• If you need to split a bundle of *Project Resource Packages* between classrooms, refer to the *Attendance Form*(s). **On your copy,** the standards test (booklet) numbers that are not used in your classroom should be crossed out and these booklets forwarded to the supervising teacher who requires them.

	3. Ensure that students exempted from the *Senior 4 Consumer Mathematics (40S) Standards Test* are not present.
	4. Arrange the desks so they are spaced as far apart as possible.
(check ✓)	**Beginning the Project Component: Session 1**
	1. Distribute:
	• *Project Resource Packages*
	2. Use the *Attendance Form*(s) to indicate each student's presence or absence at each of the three Project sessions
	3. Write the time and date of the next session on the board.
	4. Tell students:
	• the *Project Component* must be completed by January 17, 2002
	• to verify that they received the same booklet number as they had for the *Portfolio Component*.
	5. Begin the *Project* brainstorming session by reading aloud the *Project Resource Package* ("Welcome To ...")
	6. Instruct students to individually skim through the *Project Resource Package*.
	7. Allow students to orally share ideas related to the *Project*. Maintain an orderly discussion.
	8. At the conclusion of the session collect and stack the *Project Resource Package*(s) in numerical order.
	9. Return the *Project Resource Package*(s) to a secure location of the school.
(check ✓)	**During the Project Component: Session 2**
	1. Use the *Attendance Form* to complete the section titled "Student Attendance during *Project* sessions". Indicate that a student is absent by recording an "A" on the *Attendance Form*. Students absent for any of the three *Project* sessions may be granted a make-up session at the classroom teacher's discretion (see sample *Attendance Form*, Appendix III, p. 25).
	2. Ensure that each student has completed a *Demographic Data Form* at the time the *Portfolio* was assigned. If a student has not completed a *Demographic Data Form* prior to the first *Project* session, one should be completed at this time.
	3. Distribute the *Project Resource Package*(s). Ensure that students have the same booklet number as they had for Session 1.
	4. Ensure students work independently.
	5. At the conclusion of the session collect and stack the *Project Resource Package*(s) in numerical order.
	6. Place all *Demographic Data Form*(s) in numerical order.
	7. Return the *Project Resource Package*(s) to a secure location of the school.

(check ✓)	Ending the Project Component: Session 3
	1. Distribute the *Project Resource Package*(s). Ensure that students have the same booklet number as they had for Session 1 and Session 2.
	2. Ensure students work independently.
	3. As students submit the *Project Component* of the standards test, ensure that each *Project* booklet number matches the information on the *Attendance Form* and the *Demographic Data Form*. **Each student must have the same test (booklet) number on all materials pertaining to the three components of the test.**
	4. Place a "✓" on the *Attendance Form(s)* in the "*Project* submitted" column once students have submitted their *Project*.
	5. Stack the students' projects in numerical order.
	6. Complete the *Student Registration Update* form for any students who have transferred in or out of the school following the test registration date of October 31, 2001. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Number* provided in Appendix IV on p. 26.
	7. Complete the *Supervising Teacher Report*. Note any unusual circumstances on this report.
	8. Return the *Projects* and *Project Resource Packages* to a secure location in the school.

Checklist of Procedures (Written Test)

(check ✓)	Advance Preparations for the Written Test
	1. Check with your principal to ensure that:
	• appropriate scheduling and space allocation for the *Written Test* has occurred
	• that the *Written Test* materials itemized on the *Packing List* have been inventoried
	• a replacement supervisor is available to accompany students who must temporarily leave the room during the *Written Test*
	• arrangements have been made to accommodate the adaptations approved for students
	2. Ensure that all subject related materials have been removed from the walls and boards.
	3. Notify students in advance of the:
	• time, location and duration of the *Written Test*
	• materials needed to write the *Written Test*
	• *Written Test Rules* (see Appendix I, p. 23)

	• requirement to remain in the *Written Test* room for at least 45 minutes
	4. Ensure that you have extra supplies and that there is a functional pencil sharpener and stapler in the room. Students must not exchange materials during the *Written Test*.
	5. If there is more than one teacher supervising the *Written Test*, photocopy the *Supervising Teacher Report* and *Supervising Teacher Feedback Form*.
	6. Review the sample forms in the Appendices 1 and 4.
(check ✓)	**Prior to the Written Test**
	1. Ensure that test materials are available:
	• *Packing List*
	• *Senior 4 Consumer Mathematics (40S) Standards Test—Written Test Student Booklets*
	• *Senior 4 Consumer Mathematics (40S) Standards Test—Written Resource Package*
	• *Attendance Form*(s) (already initiated during the *Portfolio* and *Project Components*
	• *Student Registration Update* form
	• *Demographic Data Form*(s) (in envelope provided for storage).
	• extra copies of the *Written Test Resource Package* (four extras)
	• extra copies of the *Written Test Student Booklets* (four extras)
	• *Supervising Teacher Report*
	• *Principal Feedback Form* (this form must be given to the principal and collected before returning test materials for marking)
	• *Administration Manual for Supervising Teachers* (this document)
	• postage-paid envelope for the return of administrative documents to the Assessment and Evaluation Branch at the end of the *Written Test*.
	2. Count the number of *Written Test Student Booklets* and the number of *Written Test Resource Package* booklets. The number of test booklets should equal the number requested by the school plus the four additional booklets. The number of booklets should also be identical to the number on the *Packing List*.
	3. If you need to split a bundle of *Written Tests* between classrooms, refer to the *Attendance Form*(s). **On your copy,** the standards test (booklet) numbers that are not used in your classroom should be crossed out and these booklets forwarded to the supervising teacher who requires them.
	4. Arrange the desks as far apart as possible.
	5. Ensure that students exempted from writing the standards test are not present.
(check ✓)	**Beginning the Written Test**
	1. Use the *Attendance Form*(s) to distribute:
	• *Senior 4 Consumer Mathematics (40S) Standards Test Student Booklets*
	• *Written Test Resource Packages*

	2. Read aloud to students the ***Written Test Rules*** (Appendix I, p. 23). Read aloud pages *i–iii* in the *Written Test Student Booklet.*
	3. Instruct students to turn the page and begin. Record the start time on the *Supervising Teacher Report.*
(check ✓)	**During the Written Test**
	1. Refer to the *Attendance Form(s)* previously used to record students' attendance for the *Portfolio* and *Project Components*. Use this (these) form(s) to record a student's presence or absence for the *Written Test* (see sample *Attendance Form*, Appendix III, p. 25).
	2. **Retain a copy of the *Attendance Form*(s) as this is the school's only record connecting student's identities to their *Senior 4 Consumer Mathematics (40S) Standards Test* results.**
	3. Ensure that each student has a completed a *Demographic Data Form.*
	4. After 45 minutes, advise students that they have 45 minutes remaining.
(check ✓)	**Ending the Written Test session**
	1. Collect the *Written Test Student Booklets* and the *Written Test Resource Packages.*
	2. As students submit their test materials, ensure that each *Written Test Student Booklet* number matches the information on the *Attendance Form(s)*. Each student must have the same number for all three components of the standards test.
	3. Place a check "✓" on the *Attendance Form(s)* under the column headed "Booklet Submitted" when students submitted their booklets.
	4. **Record the time students finish writing the test on the *Supervising Teacher Report.* Do not include the extra time given for late arrivals or for students with adaptations.**
	5. Stack the *Written Test Student Booklets* in numerical order.
	6. Complete the *Supervising Teacher Report*. Note any unusual circumstances on this report.
	7. Ensure that the number of check marks in the "Booklet Submitted" column on the *Attendance Form* matches your count of the *Written Test Student Booklets.*
	8. Complete the *Student Registration Update* form using the *List of Reason Codes to Record Changes in Standards Test Student Registration Number* provided on Appendix IV, p. 26.
	9. Make one or two copies of the *Attendance Form(s)* and *Supervising Teacher Report*(s). One copy of each must be retained by the school and one forwarded to the local marking site, if a centralized model is used.

	10. Collect the *Principal Feedback Form*.
	11. Complete the *Supervising Teacher Feedback Form*.
	12. Return all *Written Test* materials to the secure area in the school until the commencement of marking in your school or until materials are forwarded to the local marking site.
	13. Send materials according to the instructions on the following pages.

Submitting Test Materials on January 18, 2002 (for local marking)

It is essential that the following materials are packaged and forwarded to the local marking site, immediately after completion of the *Written Test* if a centralized marking model is used.

- All student *Portfolio Recording* (scan) *Sheet*(s);
- All student *Project Recording* (scan) *Sheet*(s);
- All student *Written Test Recording* (scan) *Sheet*(s);
- **All used** *Written Test Student Booklets*;
- Copy of the *Attendance Form(s)*; and
- Copy of the *Supervising Teacher Report*.

All other documentation should be verified and returned to the Assessment and Evaluation Branch after completion of the *Written Test*. Use the postage-paid envelope provided to return:

- *Attendance Form(s)*;
- **All used** *Demographic Data Form*(s) **[Please send forms January 18, 2002. Disregard the directive about *Demographic Data Form*(s) on the *Attendance Form*.]**
- *Registration Update Form*
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*; and
- all damaged or misprinted booklets.

Schools in the City of Winnipeg return their envelopes to the Assessment and Evaluation Branch in the following way: Internet Courier is scheduled to pick up envelopes between **1:00 p.m. and 4:00 p.m.** on **January 18, 2002**. If your envelope will not be ready for pick up during these hours, call Internet Courier and Messenger Services (668-5552) to make alternate arrangements.

Schools outside the City of Winnipeg return their envelopes to the Assessment and Evaluation Branch by taking them to the post office. See page 19 for instructions on how to use the bill lading.

Submitting Test Materials by January 25, 2002 (after local marking)

When local marking is done at a central location, the Local Marking Co-ordinator is responsible for sending the materials to the Assessment and Evaluation Branch. When local marking is done at the classroom level, the teacher is responsible for sending the materials to the Assessment and Evaluation Branch. In cases where the *Portfolio* and/or *Project Components* of the standards test are marked at the classroom level, the teacher is responsible for delivering all Recording Sheets to the local marking site for shipping with the *Written Test* after it has been scored.

After local marking is completed for all components of the standards test, prepare a package for return to the Assessment and Evaluation Branch no later than January 25, 2002. Use the set of return labels enclosed.

The package must include:

- *Consumer Mathematics (40S)—Portfolio Recording Sheet—January 2002*;
- *Consumer Mathematics (40S)—Project Recording Sheet—January 2002;*
- *Consumer Mathematics (40S)—Written Test Recording Sheet—January 2002*; and
- *Local Marking Co-ordinator Feedback Form.*

Jurisdictions within the City of Winnipeg send packages directly to the Assessment and Evaluation Branch via **Internet Courier (668-5552).** The person placing the call should quote **account number ED502,** give the jurisdiction name, address, and the name of the contact person.

Jurisdictions outside the City of Winnipeg return their package by Xpresspost. It is very important to package all materials in **one box or mailing envelope** whenever possible.

After the package(s) is (are) sealed, affix the return labels supplied.

To utilize the **bill of lading**:

1. Sign the "Sender's Signature" section of the bill of lading at the "X".
2. Take your sealed envelope/package and bill of lading to the post office.
3. The postal clerk will fill in the weight of the envelope/package and prepare the envelope/package for mailing. Ask the postal clerk for the customer receipt and keep it as a record of shipment. If it is necessary to ask Canada Post to trace the envelope/package, your school will be contacted and asked to provide the item number.

We have provided sufficient materials for the return of **one** envelope/package. If you must send a second envelope/package, ask the postal clerk for an additional bar code label to attach to the second envelope/package. Ensure that the bar code number is recorded in the Item ID column. Note that the second envelope/package must be properly addressed to the Assessment and Evaluation Branch.

Appendices

Appendix I—Written Test Rules

Senior 4 Consumer Mathematics (40S) Standards Test

The supervising teacher is expected to read these rules aloud to students at the beginning of the *Senior 4 Consumer Mathematics (40S) Standards Test—Written Test*:

- Check the title of your test booklet carefully. Make certain that the number of your test booklet corresponds with the number that you used for your *Portfolio* and *Project* booklets.
- Check the title of your *Written Test Resource Package* and *Written Test Student Booklet*.
- During this test session, do not proceed until instructed to do so.
- If you receive a damaged or imperfectly printed booklet, return it to receive another booklet.
- You will not be permitted to leave the test room until **45 minutes** of test time has elapsed. (You may leave before that time in exceptional circumstances such as illness, when accompanied by a supervisor.)
- At the beginning of the session you should have a *Written Test Student Booklet*, a *Written Test Resource Package*, an HB lead pencil, an eraser, a ruler and a calculator. All other materials are not permitted. Test materials and calculators are not to be exchanged.
- You will not give assistance to, nor receive assistance from another student. If you require something during the test, raise your hand and I will come to you.
- Do not ask questions or request explanations with regard to the content of the questions on the test.
- Do **not** identify yourself or your school, teacher or town in your test booklet.
- When I ask you to stop writing put your pencil down immediately.
- You may not discard any materials. The *Written Test Student Booklet* must remain intact. Any extra paper used must be stapled into the test booklet on the appropriate page. You may **not** leave the room with any materials pertaining to the test.

Appendix II: Sample Generic Demographic Data Form

Appendix III: Sample Attendance Form

School Number «SCHOOL_NBR» («SCHOOL_EMP_DIV»)

«SCHOOL_NAME»
«SCHOOL_ADDR_LINE1»
«SCHOOL_ADDR_LINE2»

«SCHOOL_CITY» MB «SCHOOL_POSTAL_CODE»

ATTENDANCE FORM—JANUARY 2002

Senior 4 Consumer Mathematics (40S) Standards Test

Booklet Number	Student Name (Please Print)	*Demographic Data Form* Submitted (check ✓)	*Portfolio* Submitted (check ✓)	Student Attendance During *Project* Sessions[1]			*Project* Submitted (check ✓)	*Written Test*[2]	
				S1	S2	S3		Attendance	Booklet Submitted
								(check ✓)	
10001	SANDRA WONG	✓	✓	✓	✓	A	✓	A	
10002	KEVIN MELNYCHUK	✓	✓	✓	A	A		✓	✓
10003	DAMAGED								
10004	DALLAS SEVERN	✓	✓	✓	✓	A	✓	✓	✓
10005	MANUEL SOUSA	✓		✓	A^M	✓	✓	✓	✓
10006	ROBERT SMITH	✓	✓	✓	✓	✓	✓	✓	✓
10007	UNUSED								
~~10008~~	Used with 10004 (damaged)								
~~10009~~	Used in another classroom								
~~10010~~	Used in another classroom								

[1]***Note:*** ***For each Project session, record a "✓" for Present. An "A" indicates a student is Absent. "A^M" indicates student absence and make-up session held later.***

[2]***Note:*** ***Record a "✓" for present and an "A" for absent. There are no make-up sessions for the Written Test.***

Make-up sessions may be conducted at the classroom teacher's discretion **for the *Project Component* only**.
Send the **original** of this form after local marking to the Assessment and Evaluation Branch with the following items on or before Friday, January 25, 2002:

- *Demographic Data Forms*
- Portfolio Recording (Scan) Sheets
- Project Recording (Scan) Sheets
- Written Test (Scan) Sheets

Correction: Please see updated instructions on p.18 of this document.

Karen Booth

Supervising Teacher's Name (please print) **Phone Number**

PLEASE ENSURE THAT COPIES OF THESE FORMS ARE RETAINED FOR YOUR RECORDS.

Appendix II: Sample Generic Demographic Data Form

Appendix III: Sample Attendance Form

School Number «SCHOOL_NBR» («SCHOOL_EMP_DIV»)

«SCHOOL_NAME»
«SCHOOL_ADDR_LINE1»
«SCHOOL_ADDR_LINE2»

«SCHOOL_CITY» MB «SCHOOL_POSTAL_CODE»

ATTENDANCE FORM—JANUARY 2002

Senior 4 Consumer Mathematics (40S) Standards Test

Booklet Number	Student Name (Please Print)	*Demographic Data Form* Submitted (check ✓)	*Portfolio* Submitted (check ✓)	Student Attendance During *Project* Sessions[1]			*Project* Submitted (check ✓)	*Written Test*[2]	
				S1	S2	S3		Attendance	Booklet Submitted
								(check ✓)	
10001	SANDRA WONG	✓	✓	✓	✓	A	✓	A	
10002	KEVIN MELNYCHUK	✓	✓	✓	A	A		✓	✓
10003	DAMAGED								
10004	DALLAS SEVERN	✓	✓	✓	✓	A	✓	✓	✓
10005	MANUEL SOUSA	✓		✓	A^M	✓	✓	✓	✓
10006	ROBERT SMITH	✓	✓	✓	✓	✓	✓	✓	✓
10007	UNUSED								
~~10008~~	Used with 10004 (damaged)								
~~10009~~	Used in another classroom								
~~10010~~	Used in another classroom								

[1] ***Note:*** ***For each Project session, record a "✓" for Present. An "A" indicates a student is Absent. "A^M" indicates student absence and make-up session held later.***

[2] ***Note:*** ***Record a "✓" for present and an "A" for absent. There are <u>no</u> make-up sessions for the Written Test.***

Make-up sessions may be conducted at the classroom teacher's discretion **<u>for the *Project Component* only</u>**.
Send the **original** of this form after local marking to the Assessment and Evaluation Branch with the following items on or before Friday, January 25, 2002:

- *Demographic Data Forms*
- Portfolio Recording (Scan) Sheets
- Project Recording (Scan) Sheets
- Written Test (Scan) Sheets

Correction: Please see updated instructions on p.18 of this document.

Karen Booth

Supervising Teacher's Name (please print) **Phone Number**

PLEASE ENSURE THAT COPIES OF THESE FORMS ARE RETAINED FOR YOUR RECORDS.

Appendix IV—List of Reason Codes to Record Changes in Standards Test Student Registration Numbers

(Please use these codes to complete the *Student Registration Update* when returning to the Assessment and Evaluation Branch in JANUARY 2002.)

Absent	
01	arrived too late to write the test
02	did not write due to weather
03	family/personal reasons
04	medical/illness/accident
05	out-of-town activity (athletic/academic)
06	religious objections
07	student refused to write
08	unexcused
09	working
19	other (please specify)

Errors in Registration	
20	changed program
21	deceased
50	already has credit
51	auditing the course
52	exchange student
53	registered twice
54	quarter system projected registration
55	registered in wrong grade
59	other (please specify)

Withdrawn	
22	dropped course
23	incarcerated/court
24	medical/illness/accident
25	family/personal reasons
26	poor attendance/progress
27	quit school
29	other (please specify)

Exemptions	
60	emotional/psychological condition or circumstances
61	"M" credit designation
62	"E" credit designation
63	"phase d'accueil—bloc intensif" designation
69	other (please specify)

Incomplete	
40	continuing course/program next semester
41	no work completed
49	other (please specify)

Drop Ins	
70	omitted on original test registration
71	late registration to course
72	transferred in from another school/province/country
79	other (please specify)

Migrancy	
90	transferred to another school within the province
91	transferred to another school outside of the province
99	other (please specify)

Senior 4 Consumer Mathematics (40S)
Standards Test—2002

Portfolio
Component

Manitoba
Education,
Training
and Youth

This package contains:

- Introductory Information
- Student Organizer Sheet
- Student Explanation Sheets with Portfolio Component Questions
- Recommended Portfolio Scoring Strategy
- Portfolio Scoring Rubric
- Sample Portfolio Recording Sheet

Introductory Information

The Portfolio component of the Senior 4 Consumer Mathematics (40S) Standards Test has a classroom-based administration and may be scored using either a contents approach or an interview approach at the discretion of the classroom teacher.

The Portfolio questions are designed to function as both writing prompts (contents approach) and interview prompts (interview approach).

Teachers are encouraged to have students complete preparatory work on the explanation sheets towards the end of the course and to begin the Portfolio component process prior to the two-week assessment period to allow sufficient time for interviewing and/or marking.

Recommendations for Preparing Students for the Portfolio Component

1. Inform students whether they will be submitting their portfolios for marking (contents approach) or whether they will be bringing their portfolios to a 20-minute interview (interview approach).

2. Share the scoring rubric with students. The more information they have on the method of evaluation, the more prepared they will be to meet the expectations.

3. Remind students to use the student organizer sheet to assist them in selecting work samples that illustrate different skills as well as different units of study. For example, selecting three tests from three different units will not score as well as three different types of consumer mathematics activities from three different units. Selecting a variety of work samples will also help eliminate repetitious explanations.

4. Inform students that their explanation sheets are the method by which they will be evaluated if the contents approach is being used. If the interview approach is being used, the explanation sheets provide pointers for discussion during the interview.

5. Explain to students that each explanation sheet has two major questions followed by sub-questions. These questions are designed as focal points for their written response (contents approach). In the interview approach, these are the verbal prompts that the interviewer uses to elicit a response from them about each portfolio selection.

6. Make students aware that for reasons of fair assessment, interviewers will not stray from the prompts provided on the explanation sheets. Similarly, when using the contents approach, teachers will not proofread or make suggestions about written responses prior to submission.

Recommendations for Administering the Portfolio Component

1. Introduce the practice of maintaining a portfolio early in the year. Inform students that part of their assessment will be based on their portfolio.

2. Create a system for organizing and storing portfolios. Some teachers have had students use storage containers such as pizza boxes, file folders or accordion files.

3. Form your decision to interview students or mark their submitted portfolios early in the semester/year. Inform the students of your plan.

4. Plan sufficient time and reserve a quiet place for interviewing/marking the Portfolio component. All marks must be recorded by January 18, 2002.

5. Photocopy sufficient quantities of the student organizer sheets and student explanation sheets. Distribute the sheets to students to allow sufficient time for them to make good choices in their sample selections and to construct thorough responses.

6. If interviewing, relax the student by describing the process. Let the student know in advance that you will be jotting down notes as the interview proceeds to help you recall the details.

7. Keep the recording sheets in a file folder. Pre-label the sheets with each student's name and MET number prior to marking.

Recommendations for Scoring the Portfolio Component

By mid-semester, you will receive sufficient numbers of scan sheets (based on the number of students registered for your course) for recording Portfolio component scores. In the interim, a sample *Recording Sheet* is provided on page 13.

Specific directions for scoring the Portfolio component are listed on page 11.

S4 Consumer Mathematics Assessment: Portfolio Component

Please include the following five (5) work samples and their accompanying Explanation Sheet:

☑ **Career/Life Project**
- Portfolio Sample: Career/Life Project—Explanation Sheet

☑ **Personal Income Tax Form**
- Portfolio Sample: Personal Income Tax—Explanation Sheet

☑☑☑ **Three (3) Work Samples of your choice**
- Samples from three (3) different units demonstrating a variety of skills and strategies (see list of types of samples for suggestions)
- Portfolio Sample: Student Choice—Explanation Sheet (one for each sample)

Unit Study:

- ❑ Problem Analysis
- ❑ Design and Measurement
- ❑ Investigative Project
- ❑ Analysis of Games and Numbers
- ❑ Government Finances
- ❑ Investments
- ❑ Personal Finance
- ❑ Statistics
- ❑ Variation and Formulas

Types of Work Samples (suggestions):

- ❑ Budget
- ❑ Daily Assignment
- ❑ Journal Entry
- ❑ Scaled Drawing
- ❑ Unit Summary
- ❑ Case Study
- ❑ Discussion Notes
- ❑ Project
- ❑ Technology/Spreadsheet/CAD
- ❑ Other (specify) _____
- ❑ Chart/Graph/Diagram
- ❑ Game/Puzzle
- ❑ Research
- ❑ Test/Quiz

Portfolio Sample: Career/Life Project—Explanation Sheet

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your Career Life Project.

- How did you choose the career?
- How did you research the project?
- What math-related skills did you use?
- How does this Project connect to Consumer Mathematics?

PART B: THE REAL WORLD CONNECTION

Explain how this Project might help you plan for your future.

- What did you learn about your personal skills and interests by doing this Project?
- How does this Project connect to everyday life?

Portfolio Sample:
Personal Income Tax Form—Explanation Sheet

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your sample Income Tax Form.

- What math-related skills did you use to complete the Income Tax Form?
- What information did you need to complete the Income Tax Form?
- How does the Income Tax Form relate to other units in Consumer Math?

PART B: THE REAL WORLD CONNECTION

Explain the use of Income Tax Forms.

- How does Income Tax Form preparation connect to everyday life?
- Why are Income Tax Forms required for both Manitoba and Canada?

Portfolio Sample: Student Choice—Explanation Sheet

Summary

Unit:

- ❑ Problem Analysis
- ❑ Design and Measurement
- ❑ Investigative Project
- ❑ Analysis of Games and Numbers
- ❑ Government Finances
- ❑ Investments
- ❑ Personal Finance
- ❑ Statistics
- ❑ Variation and Formulas

Types of Sample:

- ❑ Budget
- ❑ Daily Assignment
- ❑ Journal Entry
- ❑ Scaled Drawing
- ❑ Unit Summary
- ❑ Case Study
- ❑ Discussion Notes
- ❑ Project
- ❑ Technology/Spreadsheet/CAD
- ❑ Other (specify) _____
- ❑ Chart/Graph/Diagram
- ❑ Game/Puzzle
- ❑ Research
- ❑ Test/Quiz

PART A: THE CONSUMER MATHEMATICS CONNECTION

Describe your sample.

- Why is this sample important to include your Portfolio?
- What processes were involved in completing this sample?
- What math-related skills did you use?
- How does this sample connect to Consumer Mathematics?

PART B: THE REAL WORLD CONNECTION

Explain how this sample connects to everyday life.

- What did you learn about your personal skills and interests?
- What types of activities or workplaces use this kind of information?

Recommended Portfolio Scoring Strategy

Students are scored on 2 dimensions: format and reflection—using a pre-established scoring rubric (see next page) whether an interview approach is being used or a contents approach is being used.

Dimension 1—Format

THE MARKER HOLISTICALLY SCANS THE PORTFOLIO

This scoring dimension focuses on overall impression, neatness and completeness. The marker is answering the question, "Generally, are the portfolio samples varied, legible, carefully arranged?" The following marking strategy is recommended:

- Scan the student's portfolio for a general sense of how the student has selected samples and arranged them.
- Read the descriptors under Level 2 (which are identical to the outcomes) and decide if they are appropriate. If not, read the descriptors of the level above or below.
- If only some of the descriptors in a particular level of performance fit, determine the degree to which the student is approaching the next or previous level and whether the "approaching level" is a more appropriate description of the portfolio.

Dimension 2—Reflection

THE MARKER HOLISTICALLY CONSIDERS EACH STUDENT SAMPLE

Dimension 2 focuses on each sample in the student's portfolio collection. The marker is answering the question, "For each sample, has the student linked the content of the explanation sheet to the work sample in terms of real world connections and consumer mathematics skills and strategies?"

The marker is searching for evidence of mathematical analysis and synthesis as it relates to the real world and other units of study. The following marking strategy is recommended:

- Read each student's explanation sheet for evidence of specific reflections related to each portfolio sample. [If using the interview approach, ask the student to respond orally to each prompt.]
- Form a judgement on the logic of reasoning in terms of each sample provided, the mathematical connections and the connections to the real world. [If using the interview approach, form a judgement based on the logic provided orally by the student.]

The "no mark" category is restricted to those portfolios that are not legible, not submitted or do not fit the descriptors on the rubric.

Consumer Mathematics (40S) Portfolio Scoring Rubric

		Level 1 Portfolio	Level 2 Portfolio	Level 3 Portfolio
Format	**Context** • Overall Impression • Selection (variety)	**Partial or Incomplete Portfolio:** *Unclear, inconsistent or incomplete portfolio* • Inconsistent arrangement; somewhat legible • Limited selection of consumer mathematics skills or strategies; incomplete, limited, or unconnected samples	**Complete Portfolio:** *Relatively clear and complete portfolio* • Clear arrangement; legible • Complete selection of samples using a variety of consumer mathematics skills and strategies; relevant samples	**Clear, Complete Portfolio:** *Clear, coherent, and complete portfolio* • Skillful arrangement; legible • Thorough selection of a variety of interrelated skills and strategies; strategic, relevant samples
Reflection	**Collection: Analysis/Synthesis** • Mathematical Connection (question 1) • Real World Connection (question 2)	**Limited Reflections:** *Reflections on explanation sheets are sketchy or not present* • Errors in reasoning; attempts to analyze and compare mathematical understanding within units • Explanation relates loosely to portfolio work sample selected • No attempt to connect across concepts or everyday life	**Routine Reflections:** *Reflections on explanation sheets are limited and/or similar* • Reasons logically; justifies thinking related to mathematical understanding within units • Explanation relates to portfolio work sample selected • Makes connections across concepts or everyday life	**Thorough/Insightful Reflections:** *Insightful reflections on explanation sheets* • Reasons logically, insightfully; justifies critical thinking related to mathematical understanding within units • Explanation relates insightfully to portfolio work sample selected • Makes connections across concepts and everyday life
Performance Level:		**Level 1** / **Approaching Level 2**	**Level 2** / **Approaching Level 3**	**Level 3**

❑ INTERVIEW OPTION

❑ CONTENT OPTION

Consumer Mathematics (40S) Portfolio Recording Sheet		No mark	Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3
Format	**Context** • Overall Impression • Selection	0	1	2	3	4	5
(25)	**SUBTOTAL (5 × Level)**						
Reflection	**Collection: Analysis/Synthesis** Sample 1: Career/Life Project						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 2: Personal Income Tax Form						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 3 (Choice 1)						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 4 (Choice 2)						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 5 (Choice 3)						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
(75)	**SUBTOTAL (1.5 × Level)**						

Student Name: _____

Booklet No.: _____

MET No.: _____

TOTAL SCORE

/100

Consumer Mathematics (40S) Portfolio Scoring Rubric

		Level 1 Portfolio	Level 2 Portfolio	Level 3 Portfolio
Format	**Context** • Overall Impression • Selection (variety)	**Partial or Incomplete Portfolio:** *Unclear, inconsistent or incomplete portfolio* • Inconsistent arrangement; somewhat legible • Limited selection of consumer mathematics skills or strategies; incomplete, limited, or unconnected samples	**Complete Portfolio:** *Relatively clear and complete portfolio* • Clear arrangement; legible • Complete selection of samples using a variety of consumer mathematics skills and strategies; relevant samples	**Clear, Complete Portfolio:** *Clear, coherent, and complete portfolio* • Skillful arrangement; legible • Thorough selection of a variety of interrelated skills and strategies; strategic, relevant samples
Reflection	**Collection: Analysis/Synthesis** • Mathematical Connection (question 1) • Real World Connection (question 2)	**Limited Reflections:** *Reflections on explanation sheets are sketchy or not present* • Errors in reasoning; attempts to analyze and compare mathematical understanding within units • Explanation relates loosely to portfolio work sample selected • No attempt to connect across concepts or everyday life	**Routine Reflections:** *Reflections on explanation sheets are limited and or similar* • Reasons logically; justifies thinking related to mathematical understanding within units • Explanation relates to portfolio work sample selected • Makes connections across concepts or everyday life	**Thorough/Insightful Reflections:** *Insightful reflections on explanation sheets* • Reasons logically, insightfully; justifies critical thinking related to mathematical understanding within units • Explanation relates insightfully to portfolio work sample selected • Makes connections across concepts and everyday life

Performance Level:	Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3

❑ INTERVIEW OPTION

❑ CONTENT OPTION

Consumer Mathematics (40S) Portfolio Recording Sheet		No mark	Level 1	Approaching Level 2	Level 2	Approaching Level 3	Level 3
Format	**Context** • Overall Impression • Selection	0	1	2	3	4	5
(25)	**SUBTOTAL (5 × Level)**						
Reflection	**Collection: Analysis/Synthesis** Sample 1: Career/Life Project						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 2: Personal Income Tax Form						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 3 (Choice 1)						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 4 (Choice 2)						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
	Sample 5 (Choice 3)						
	• Mathematical Connection (Part A)	0	1	2	3	4	5
	• Real World Connection (Part B)	0	1	2	3	4	5
(75)	**SUBTOTAL (1.5 × Level)**						

Student Name: _____

Booklet No.: _____

MET No.: _____

TOTAL SCORE

/100

FOR FURTHER INFORMATION
Assessment and Evaluation Branch

Consumer Mathematics (40S)

Assessment Consultant:
Lorna Martin 945-8075
or toll-free at 1 800 282-8069 ext. 8075

Senior 4 Consumer Mathematics (40S)
Standards Test

Written Test
Student Booklet

January 2002

Manitoba
Education,
Training
and Youth

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Manitoba Education, Training and Youth,
Assessment and Evaluation Branch,
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Senior 4 Consumer Mathematics (40S) Standards Test
Written Test—Student Booklet—January 2002

DESCRIPTION

Total Possible Marks: 40 **Maximum Time: 90 minutes**

This component of the assessment consists of five parts:

Learning Unit	Suggested Time to Complete	Marks
Personal Finance	10 minutes	9
Government Finances	10 minutes	8
Statistics	8 minutes	7
Investments	7 minutes	7
Variation and Formulas	10 minutes	9

- Students may use the resource package containing formulas and tables.
- Use of a calculator and ruler is required.
- Read all instructions on the test carefully.
- Do not fold the Student Booklet.
- **If you need more space to answer a question, extra pages may be provided by your teacher. Write your booklet ID number and question number on any extra page(s) used and staple it(them) into the booklet where your answer begins.**

Remember to:

- Show all your work in this booklet
- Use your resource package
- Use a calculator
- Use a ruler

DIRECTIONS FOR MULTIPLE CHOICE ITEMS

- Read each question carefully.
- Choose the best response and circle it in your *Student Booklet*.
- Each question should take about one to two minutes to answer. If a question is taking too long to answer, come back to it later.

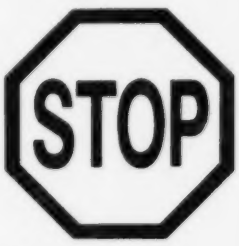
DIRECTIONS FOR OPEN-ENDED AND RESTRICTED-RESPONSE ITEMS

- Show **complete answers** in the space(s) provided in your *Student Booklet*.
- Let the mark values for each question guide you in answering it.
- Show all your work.
- Use the resource booklet.
- Provide explanations and justifications.
- Use a systematic and well-organized method in communicating the answer.

Directing Words

Some questions may include directing words such as *explain*, *illustrate*, and *calculate*. These words are explained below.

The Word	The question is asking for...
identify/name/list/state	a label or title of an item, concept or method
defend/justify/support	an explanation, information, or evidence that shows why your method, idea or answer is good
explain/describe/express	words or symbols, diagrams, a chart or graph, or other methods that **make clear** what you mean or what you are thinking
illustrate/sketch	a reasonably neat picture or diagram (not necessarily to scale) that shows or explains an idea or method
draw	a diagram to scale that shows or explains an idea or method
calculate/find/determine	a mathematical formula or algebraic equation or numerical calculation to solve a problem



PLEASE WAIT UNTIL THE TEACHER TELLS YOU TO TURN THE PAGE.

Personal Finance

DO NOT USE

1 Mark

1. Mr. Crisp has a $30 000 mortgage with monthly payments at a 6.25% interest rate. What interest would he pay in the first month?

   A) $62.50 B) $156.25 C) $179.45 D) $335.70

3 Marks

2. A 35-year-old female non-smoker would like to buy a 10-year term life insurance policy with a face value of $350 000. Calculate her monthly premium. 116

2 Marks

3. Angela Lindstrom purchases a house for $70 000 and makes a $12 000 down payment. Her mortgage is amortized for 25 years at an interest rate of 8.5%. Calculate her monthly mortgage payment. 117

3 Marks

DO NOT USE

118

4. The Ambrose family placed a $6000 down payment on a new home and has just secured a mortgage (principal, interest and taxes included). Use the chart below to:

A) List four additional costs they could expect to pay before living in the house.

B) Describe two of the costs.

A) Additional costs	**B) Description**
1.	1.
2.	2.
3.	
4.	

Government Finances

1 Mark

5. The provincial government collects 8¢ in provincial tobacco tax for each cigarette purchased. If someone purchases a package of 25 cigarettes at $6.90 per package, how much would be paid in tobacco tax?

A) $2.00 B) $4.90 C) $6.98 D) $8.90

2 Marks

DO NOT USE

6. Millie travelled with her classmates on a trip to Japan over spring break. Upon her return, she had 13 513 Yen remaining. Convert this to Canadian dollars. 119

2 Marks

7. The amount of money a municipal government wants to raise through property taxes is $75 900. Total property within the municipality has a portioned assessed value of $3 000 000. Determine the mill rate that must be established in order to raise this amount. 120

3 Marks

DO NOT USE

121

8. Using the information on the following property tax assessment form:

A) Calculate the total assessment.

B) Calculate the total portion assessment.

PROPERTY DESCRIPTION								
Roll Number	Ward	Lot/Section	Blk/Twp	Plan Range	Frontage/ Area	Dwell. Units		• Errors and omissions excepted • All land in arrears for more than one year shall be sold for taxes • All cheques made in Canadian funds • Bank receipt constitutes official receipt • Retain copy for income tax purposes
2-47			12	132 384	55			
Civic Address								
Title or Deed No.	Current Assessment Land	Buildings	Status Code	Total Assessment	Prop. Class	Portion %	Total Portion Assessment	
	12 000	75 800	T		10	45%		
								Assessment subject to local improvement levy

C) Calculate the general municipal levy.

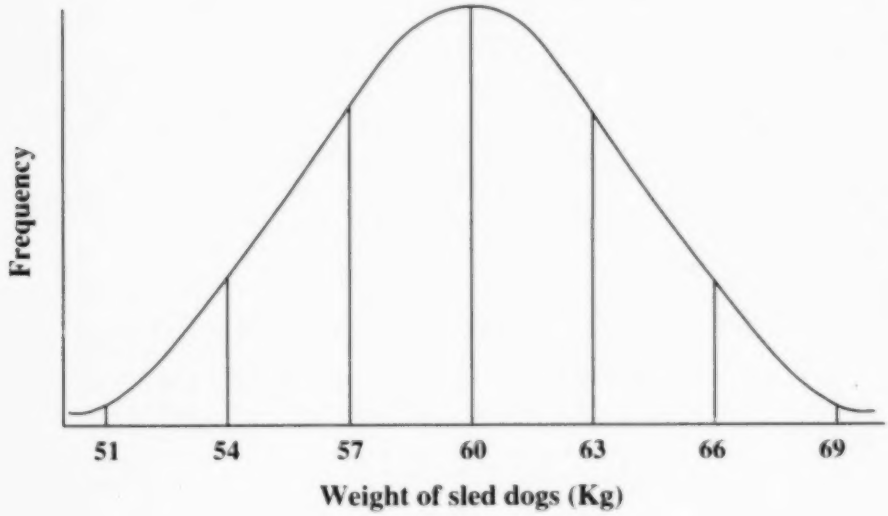
MUNICIPAL TAXES					
Description			Assessment	Mill Rate	Levy
General Municipal				20.055	
By-Law No.	Term	Type	Assessment	Mill Rate	Levy

Statistics

DO NOT USE

3 Marks

9. A dog breeder collected data on the weight of sled dogs and found that the data were distributed normally. The mean was 60 kg and the standard deviation was 3 kg. 122



A) Find the percent of sled dogs that weighed between 54 kg and 63 kg.

B) There were 50 dogs in the study. Find how many weighed less than 57 kg.

2 Marks

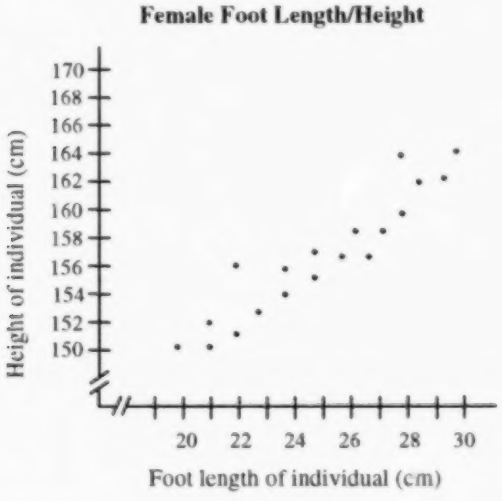
DO NOT USE

123

10. The graph below shows the results of a study of adult females.

A) Identify the correlation that exists.

B) Describe the relationship between the two variables.



2 Marks

DO NOT USE

124

11. Renée's final mark on her Art History test is 60 per cent. Of the 80 students taking Art History at her school, 7 students received the same mark as Renée and 72 had a lower mark.
Find Renée's percentile rank.

Investments

1 Mark

12. Henri is planning to invest some money. His money will be pooled with other investors and managed by a professional money manager. This type of investment is called:

A) Guaranteed Investment Certificate
B) Savings Bond
C) Mutual Fund
D) Savings Account

2 Marks

DO NOT USE

13. Identify two characteristics of a Registered Savings Plan (RSP). 125

1.
2.

4 Marks

14. Bill wishes to invest some money. His financial advisor has suggested six types of investments. Bill is willing to assume a high risk and is seeking a high rate of return in a short period of time. 126

A) From the list below, select and describe one type of investment that Bill should consider to best fit his needs.

B) From the list below, select and describe one type of investment that Bill should not consider.

Savings Account	Stocks
Guaranteed Investment Certificate (GIC)	Real Estate
Canada Savings Bonds	Collectibles

	Investment type	**Description of Investment type**
A) <u>BEST FIT</u> Investment Bill should consider		
B) <u>POOR FIT</u> Investment Bill should **not** consider		

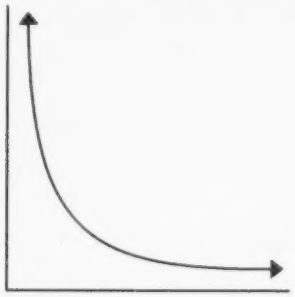
Variation and Formulas

DO NOT USE

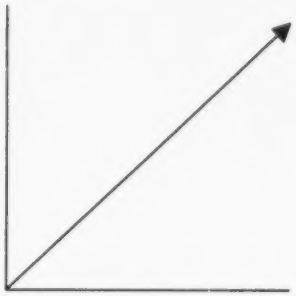
1 Mark

15. Which of the following graphs best illustrates a partial variation?

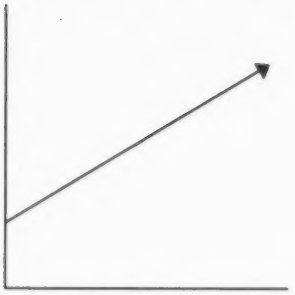
A)



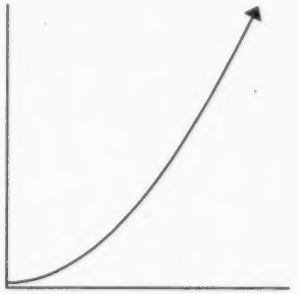
B)



C)



D)



2 Marks

16. Calculate the surface area of a soda pop can with a diameter of 6.6 cm and a height of 15.24 cm. 127

2 Marks

DO NOT USE

128

17. The time it takes a construction crew to complete a job varies inversely with the number of workers.
It takes 8 workers 5 hours to complete the job.
Calculate how long it will take 12 workers to complete the job.

4 Marks

DO NOT USE

129

18. The total cost of an annual awards dinner is partly constant and partly varies directly as the number of guests increases.
A total of 250 guests costs $4000 and a total of 400 guests costs $6250.
Find the cost of the dinner if 600 guests attend.

NO MARKS WILL BE AWARDED FOR WORK DONE ON THIS PAGE

DO NOT USE

Senior 4 Consumer Mathematics (40S) Standards Test

Written Test Resource Package 2002

Manitoba Education, Training and Youth

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Manitoba Education, Training and Youth.
Assessment and Evaluation Branch.
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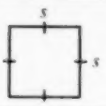
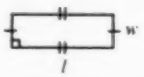
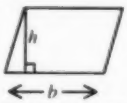
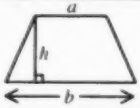
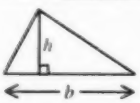
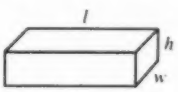
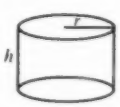
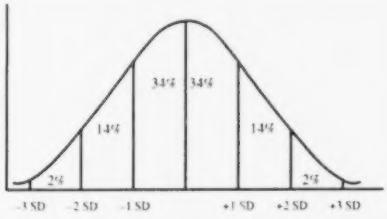
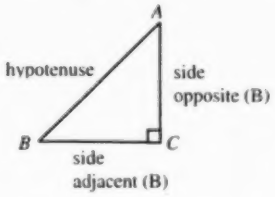
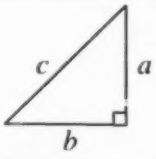
Formula List		
Name of Formula	**Diagram**	**Formula**
area of a square		$A = s^2$
area of a rectangle		$A = lw$
area of a parallelogram		$A = bh$
area of a trapezoid		$A = \frac{1}{2}(a+b)h$
area of a triangle		$A = \frac{1}{2}bh$
area of a circle		$A = \pi r^2$
surface area of a rectangular solid		$SA = 2lw + 2lh + 2wh$
volume of a rectangular solid		$V = lwh$
surface area of a sphere		$SA = 4\pi r^2$
volume of a sphere		$V = \frac{4}{3}\pi r^3$
surface area of a cone		$SA = \pi rs + \pi r^2$
volume of a cone		$V = \frac{1}{3}\pi r^2 h$
surface area of a cylinder		$SA = 2\pi rh + 2\pi r^2$
volume of a cylinder		$V = \pi r^2 h$
surface area of a pyramid		$SA = 2bs + b^2$
volume of a pyramid		$V = \frac{1}{3}b^2 h$

Formula List		
Name of Formula	**Diagram**	**Formula**
Normal Distribution		
Standard Deviation	Σ = sum S = standard deviation x = observed score $\bar{x}$ = mean n = total number of observations	$S = \sqrt{\frac{\Sigma(x-\bar{x})^2}{n-1}}$
Percentile Rank	B = number of raw scores below the given score E = number of raw scores equal to the given score, including the given score n = total number of raw scores	$P = \left(\frac{B+0.5E}{n}\right)\times 100$
Direct Variation	A = dependent variable k = constant of variation B = independent variable	$A = kB$
Inverse Variation	A = dependent variable k = constant of variation B = independent variable	$A = \frac{k}{B}$
Partial Variation	C = dependent variable k = constant of variation n = independent variable F = fixed value	$C = F + kn$

Formula List		
Name of Formula	**Diagram**	**Formula**
trigonometric formulas for right-angled triangles		$\sin \angle B = \frac{\text{side opposite}}{\text{hypotenuse}}$ $\cos \angle B = \frac{\text{side adjacent}}{\text{hypotenuse}}$ $\tan \angle B = \frac{\text{side opposite}}{\text{side adjacent}}$
Pythagorean Theorem for right triangles		$c^2 = a^2 + b^2$

Simple Interest	P = principal r = annual interest rate t = time in years I = interest	$I = Prt$
Compound Interest	A = *final amount* P = *principal* r = *annual interest rate* n = *number of times a year interest is compounded* t = *time in years*	$A = P\left(1 + \frac{r}{n}\right)^{nt}$
Debt Equity Ratio		$\text{DER} = \frac{\text{Total Liabilities} - \text{Mortgage}}{\text{Net Worth}} \times 100\ [= \%]$
Net Worth		Net Worth = Assets – Total Liabilities
Property Tax Rate		$\text{PTR} = \frac{\text{Total Revenue Required}}{\text{Total Portioned Assessment}} \times 1000\ [= \text{mills}]$

Temperature	F = degrees Fahrenheit C = degrees Celsius	$F = \frac{9}{5}C + 32$ $C = \frac{5}{9}(F - 32)$

Table 1: 10-Year Term Insurance

	Term Plus											
	Male Non-Smoker			Female Non-Smoker			Male Smoker			Female Smoker		
	Issue Rate per $1000			Issue Rate per $1000			Issue Rate per $1000			Issue Rate per $1000		
AGE	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000	$100 000 $249 999	$250 000 $499 999	$500 000 $3 000 000
20	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
21	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
22	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
23	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
24	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
25	0.85	0.81	0.77	0.80	0.76	0.73	1.43	1.36	1.30	1.32	1.25	1.20
26	0.86	0.82	0.78	0.80	0.76	0.73	1.47	1.40	1.34	1.33	1.27	1.21
27	0.87	0.83	0.79	0.80	0.76	0.73	1.52	1.44	1.39	1.34	1.28	1.22
28	0.88	0.84	0.80	0.80	0.76	0.73	1.56	1.49	1.42	1.35	1.29	1.23
29	0.89	0.85	0.81	0.80	0.76	0.73	1.61	1.53	1.46	1.36	1.30	1.24
30	0.90	0.86	0.82	0.80	0.76	0.73	1.65	1.57	1.51	1.38	1.31	1.25
31	0.96	0.91	0.87	0.86	0.82	0.78	1.78	1.69	1.62	1.47	1.40	1.34
32	1.02	0.97	0.93	0.92	0.87	0.84	1.91	1.82	1.74	1.57	1.50	1.43
33	1.08	1.03	0.98	0.98	0.93	0.89	2.05	1.95	1.86	1.67	1.58	1.52
34	1.14	1.08	1.04	1.04	0.99	0.95	2.18	2.07	1.98	1.77	1.68	1.62
35	1.20	1.14	1.09	1.10	1.05	1.00	2.31	2.20	2.10	1.87	1.78	1.71
36	1.34	1.27	1.22	1.17	1.11	1.06	2.60	2.46	2.37	2.02	1.93	1.84
37	1.48	1.41	1.35	1.24	1.18	1.13	2.88	2.74	2.62	2.18	2.07	1.98
38	1.62	1.54	1.47	1.31	1.24	1.19	3.17	3.01	2.88	2.33	2.21	2.12
39	1.76	1.67	1.60	1.38	1.31	1.26	3.45	3.28	3.15	2.49	2.37	2.27
40	1.90	1.81	1.73	1.45	1.38	1.32	3.74	3.55	3.40	2.64	2.51	2.40
41	2.06	1.96	1.87	1.56	1.48	1.42	4.22	4.02	3.84	2.90	2.76	2.64
42	2.22	2.11	2.02	1.67	1.59	1.52	4.71	4.48	4.28	3.17	3.01	2.88
43	2.38	2.26	2.17	1.78	1.69	1.62	5.19	4.93	4.73	3.43	3.26	3.12
44	2.54	2.41	2.31	1.89	1.80	1.72	5.68	5.39	5.17	3.70	3.51	3.37
45	2.70	2.57	2.46	2.00	1.90	1.82	6.16	5.85	5.61	3.96	3.76	3.61
46	3.03	2.88	2.76	2.23	2.12	2.03	6.60	6.27	6.01	4.49	4.27	4.08
47	3.36	3.19	3.06	2.46	2.34	2.24	7.04	6.69	6.40	5.02	4.76	4.57
48	3.69	3.51	3.36	2.69	2.56	2.45	7.48	7.11	6.81	5.54	5.27	5.05
49	4.02	3.82	3.66	2.92	2.77	2.66	7.92	7.52	7.21	6.07	5.76	5.52
50	4.35	4.13	3.96	3.15	2.99	2.87	8.36	7.94	7.61	6.60	6.27	6.01
51	4.88	4.64	4.44	3.40	3.23	3.09	9.26	8.80	8.43	7.24	6.88	6.59
52	5.41	5.14	4.92	3.65	3.47	3.32	10.16	9.66	9.25	7.88	7.48	7.17
53	5.94	5.64	5.41	3.90	3.71	3.55	11.07	10.52	10.07	8.51	8.09	7.74
54	6.47	6.15	5.89	4.15	3.94	3.78	11.97	11.37	10.89	9.15	8.69	8.33
55	7.00	6.65	6.37	4.40	4.18	4.00	12.87	12.23	11.72	9.79	9.31	8.91
56	7.60	7.22	6.92	4.91	4.66	4.47	13.60	12.91	12.38	10.52	9.99	9.57
57	8.20	7.79	7.46	5.42	5.15	4.93	14.32	13.61	13.04	11.24	10.68	10.23
58	8.80	8.36	8.01	5.93	5.63	5.40	15.05	14.30	13.70	11.97	11.37	10.89
59	9.40	8.93	8.55	6.44	6.12	5.86	15.77	14.98	14.36	12.69	12.06	11.55
60	10.00	9.50	9.10	6.95	6.60	6.32	16.50	15.68	15.02	13.42	12.75	12.21
61	11.60	11.02	10.56	7.86	7.47	7.15	18.70	17.77	17.02	14.87	14.12	13.53
62	13.20	12.54	12.01	8.77	8.33	7.98	20.90	19.86	19.02	16.32	15.51	14.85
63	14.80	14.06	13.47	9.68	9.20	8.81	23.10	21.95	21.02	17.78	16.89	16.18
64	16.40	15.58	14.92	10.59	10.06	9.64	25.30	24.04	23.02	19.23	18.27	17.50
65	18.00	17.10	16.38	11.50	10.93	10.47	27.50	26.13	25.03	20.68	19.65	18.82
66	19.60	18.62	17.84	12.41	11.79	11.29	29.70	28.22	27.03	22.13	21.02	20.14
67	21.10	21.14	19.29	13.32	12.65	12.12	31.90	30.31	29.03	23.58	22.41	21.46
68	22.80	21.66	20.75	14.23	13.52	12.95	34.10	32.40	31.03	25.04	23.78	22.78
69	24.40	23.18	22.20	15.14	14.38	13.78	36.30	34.49	33.03	26.49	25.17	24.10
70	26.00	24.70	23.66	16.05	15.25	14.61	38.50	36.58	35.04	27.94	26.54	25.42
71	27.60	26.22	25.12	16.96	16.11	15.43	40.70	38.67	37.04	29.39	27.92	26.75
72	29.20	27.74	26.57	17.87	16.98	16.26	42.90	40.76	39.04	30.84	29.30	28.07
73	30.80	29.26	28.03	18.78	17.84	17.09	45.10	42.85	41.04	32.30	30.68	29.39
74	32.40	30.78	29.48	19.69	18.71	17.92	47.30	44.94	43.04	33.75	32.07	30.71

Add policy fee of $75 per year
Semi-annual payment (multiply annual premium by 0.52)
Monthly payment (multiply annual premium by 0.09)

Table 2: Whole-Life Insurance

WHOLE-LIFE

Issue Age	Male Non-Smoker Issue Rate Per $1000 Premium Rate	Female Non-Smoker Issue Rate Per $1000 Premium Rate	Male Smoker Issue Rate Per $1000 Premium Rate	Female Smoker Issue Rate Per $1000 Premium Rate	Issue Age
18	3.50	2.82	4.31	3.13	18
19	3.54	2.85	4.41	3.20	19
20	3.60	2.89	4.51	3.26	20
21	3.96	3.04	4.72	3.44	21
22	4.07	3.20	4.93	3.62	22
23	4.17	3.35	5.15	3.81	23
24	4.28	3.51	5.36	3.99	24
25	4.38	3.66	5.57	4.17	25
26	4.61	3.86	5.88	4.41	26
27	4.82	4.05	6.19	4.66	27
28	5.05	4.25	6.49	4.90	28
29	5.26	4.44	6.80	5.15	29
30	5.46	4.64	7.11	5.39	30
31	5.76	4.90	7.56	5.72	31
32	6.03	5.16	8.01	6.04	32
33	6.30	5.41	8.45	6.37	33
34	6.59	5.67	8.90	6.69	34
35	7.11	5.93	9.35	7.02	35
36	7.32	6.31	10.04	7.50	36
37	7.78	6.70	10.74	7.98	37
38	8.25	7.08	11.43	8.47	38
39	8.71	7.47	12.13	8.95	39
40	9.28	7.85	12.82	9.43	40
41	9.75	8.42	13.86	10.14	41
42	10.32	8.99	14.90	10.85	42
43	10.90	9.55	15.95	11.55	43
44	11.48	10.12	16.99	12.26	44
45	12.40	10.69	18.03	12.97	45
46	12.81	11.21	19.15	13.68	46
47	13.55	11.73	20.28	14.38	47
48	14.28	12.26	21.38	15.09	48
49	15.02	12.78	22.49	15.79	49
50	16.34	13.30	23.61	16.50	50
51	16.70	14.03	25.06	17.44	51
52	17.63	14.76	26.52	18.38	52
53	18.56	15.49	27.97	19.32	53
54	19.51	16.22	29.43	20.26	54
55	21.15	16.95	30.68	21.20	55
56	21.79	17.93	32.73	22.39	56
57	23.17	18.91	34.57	23.58	57
58	24.53	19.89	36.42	24.78	58
59	25.89	20.87	38.26	25.97	59
60	27.70	21.85	40.11	27.16	60
61	29.32	23.21	42.40	28.71	61
62	31.39	24.57	44.70	30.25	62
63	33.45	25.93	46.99	31.80	63
64	35.52	27.29	49.29	33.34	64
65	37.58	28.65	51.58	34.89	65
66	39.73	30.08	54.48	36.29	66
67	41.95	31.59	56.60	37.74	67
68	44.33	33.17	58.81	39.25	68
69	46.83	34.82	61.12	40.82	69
70	49.45	36.57	63.51	42.45	70
71	52.22	38.39	65.96	44.15	71
72	55.15	40.31	68.56	45.91	72
73	58.23	42.33	71.23	47.75	73
74	61.50	44.45	74.01	49.66	74
75	64.94	46.67	76.89	51.65	75

Issue Age	Male Under 18 Issue Rate Per $1000 Premium Rate	Female Under 18 Issue Rate Per $1000 Premium Rate	Issue Age
0	1.75	1.53	0
1	1.78	1.56	1
2	1.80	1.59	2
3	1.89	1.63	3
4	1.98	1.67	4
5	2.05	1.71	5
6	2.12	1.75	6
7	2.24	1.82	7
8	2.35	1.89	8
9	2.47	1.97	9
10	2.58	2.05	10
11	2.71	2.16	11
12	2.83	2.27	12
13	3.01	2.34	13
14	3.19	2.41	14
15	3.31	2.50	15
16	3.42	2.58	16
17	3.48	2.68	17

Add policy fee of $75.00 per year.

Semi-annual payment (multiply annual premium by 0.52)
Monthly payment (multiply annual premium by 0.09)

Table 3: Cash Surrender Values

WHOLE-LIFE

MALE Cash Surrender Value per $1000 of Sum Assured — Issue Age											Policy	FEMALE Cash Surrender Value per $1000 of Sum Assured — Issue Age										
20	25	30	35	40	45	50	55	60	65	70	Year	20	25	30	35	40	45	50	55	60	65	70
0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
1	1	1	2	3	5	7	9	11	15	18	4	1	1	1	1	2	4	5	7	9	12	16
2	3	4	6	8	14	18	23	28	35	41	5	1	2	3	5	7	11	14	19	24	30	37
4	6	8	11	14	23	29	36	44	54	64	6	3	4	6	8	11	18	23	30	38	48	58
6	8	11	15	20	32	40	50	61	74	87	7	4	6	9	12	16	25	33	42	52	65	79
7	10	14	19	25	40	51	64	78	94	110	8	6	8	11	15	20	32	42	53	67	83	100
8	13	18	24	30	49	62	77	94	113	133	9	7	10	14	19	24	40	51	65	81	100	121
10	15	21	28	36	58	73	91	111	133	156	10	9	12	16	22	29	47	60	76	95	118	142
14	21	29	38	52	91	109	130	152	175	201	11	12	17	23	30	42	75	91	111	133	158	186
17	27	37	48	68	124	145	168	193	218	245	12	15	22	29	38	55	103	122	146	171	199	231
21	34	44	58	83	157	181	207	234	260	290	13	18	27	36	46	68	131	154	181	208	239	275
24	40	52	68	99	190	217	246	275	303	335	14	20	32	42	55	81	160	185	216	246	280	319
28	46	60	78	115	223	252	284	316	345	380	15	23	37	49	63	94	188	216	251	284	320	364
33	54	73	94	141	256	288	323	356	387	424	16	28	44	59	76	116	216	247	285	321	361	408
39	62	86	110	167	289	324	362	397	430	469	17	32	50	70	89	138	244	278	320	359	401	453
44	69	99	126	193	322	360	401	438	472	514	18	37	56	80	103	159	273	310	355	397	442	497
50	77	112	142	219	355	396	439	479	515	558	19	41	63	91	116	181	301	341	390	434	482	542
55	85	125	158	245	388	432	478	520	557	603	20	46	69	102	129	203	329	372	425	472	523	586
63	96	140	181	284	405	451	499	544	587	626	21	52	78	114	149	237	348	393	448	498	555	627
71	107	154	204	324	423	470	520	568	616	650	22	59	87	126	168	272	367	414	471	525	587	669
78	117	169	226	363	440	489	541	592	645	673	23	65	96	138	188	306	387	435	494	551	618	710
86	128	183	249	403	458	508	562	616	675	698	24	71	105	151	207	341	406	456	517	578	650	752
94	139	198	272	442	475	527	582	640	705	726	25	78	114	163	226	375	425	477	540	604	682	793
105	154	217	312	458	493	546	603	664	734	756	26	87	126	179	262	393	444	498	563	630	714	834
116	168	236	353	474	510	565	624	688	764	794	27	96	139	195	297	411	463	519	586	657	746	876
127	183	254	393	490	528	583	645	712	793	841	28	105	151	212	332	429	482	539	609	683	777	917
138	197	273	434	506	545	602	666	736	823	906	29	114	163	228	367	446	502	560	632	710	809	959
149	212	292	474	522	563	621	687	760	852	1000	30	124	176	244	402	464	521	581	655	736	841	1000
164	231	333	489	538	580	640	708	784	882	-	31	136	192	276	419	482	540	602	678	762	873	-
179	250	374	504	554	598	659	729	808	911	-	32	149	209	308	436	500	559	623	701	789	905	-
193	269	415	519	570	615	678	749	832	941	-	33	161	225	340	453	518	578	644	724	815	936	-
208	288	456	534	585	633	697	770	856	970	-	34	174	241	372	470	536	597	665	747	842	968	-
223	307	497	549	601	650	716	791	880	1000	-	35	186	258	404	487	554	617	686	770	868	1000	-
242	348	511	564	617	668	735	812	904	-	-	36	202	287	421	505	571	636	707	798	894	-	-
261	389	526	579	633	685	754	833	928	-	-	37	219	316	438	522	589	655	728	816	921	-	-
280	429	540	594	649	703	773	854	952	-	-	38	235	345	455	539	607	674	749	839	947	-	-
299	470	554	609	665	720	792	875	976	-	-	39	252	375	472	556	625	693	770	862	974	-	-
318	511	589	624	681	738	811	896	1000	-	-	40	268	404	489	573	643	712	791	885	1000	-	-
357	525	583	639	697	755	830	916	-	-	-	41	295	421	506	590	661	732	812	908	-	-	-
395	539	598	654	713	773	849	937	-	-	-	42	322	438	523	607	679	751	833	931	-	-	-
434	553	612	669	729	790	867	958	-	-	-	43	350	455	540	624	696	770	853	954	-	-	-
472	567	626	684	745	808	886	979	-	-	-	44	377	472	557	641	714	789	874	977	-	-	-
511	581	641	699	761	825	905	1000	-	-	-	45	404	489	574	658	732	808	895	1000	-	-	-
525	595	655	714	777	843	924	-	-	-	-	46	421	506	591	675	750	827	916	-	-	-	-
539	609	669	729	793	860	943	-	-	-	-	47	438	523	608	692	768	847	937	-	-	-	-
553	623	684	745	809	878	962	-	-	-	-	48	455	540	625	710	786	866	958	-	-	-	-
567	637	698	760	825	895	981	-	-	-	-	49	472	557	642	727	804	885	979	-	-	-	-
581	651	713	775	841	913	1000	-	-	-	-	50	489	574	659	744	821	904	1000	-	-	-	-
595	665	727	790	857	930	-	-	-	-	-	51	506	591	676	761	839	923	-	-	-	-	-
609	679	741	805	872	948	-	-	-	-	-	52	523	608	693	778	857	942	-	-	-	-	-
623	693	756	820	888	965	-	-	-	-	-	53	540	625	711	795	875	962	-	-	-	-	-
637	707	770	835	904	983	-	-	-	-	-	54	557	642	728	812	893	981	-	-	-	-	-
651	721	784	850	920	1000	-	-	-	-	-	55	574	659	745	829	911	1000	-	-	-	-	-
665	735	799	865	936	-	-	-	-	-	-	56	591	676	762	846	929	-	-	-	-	-	-
679	749	813	880	952	-	-	-	-	-	-	57	608	693	779	863	946	-	-	-	-	-	-
693	762	828	895	968	-	-	-	-	-	-	58	625	711	796	880	964	-	-	-	-	-	-
707	776	842	910	984	-	-	-	-	-	-	59	642	728	813	897	982	-	-	-	-	-	-
721	790	856	925	1000	-	-	-	-	-	-	60	659	745	830	915	1000	-	-	-	-	-	-
735	804	871	940	-	-	-	-	-	-	-	61	676	762	847	932	-	-	-	-	-	-	-
749	818	885	955	-	-	-	-	-	-	-	62	693	779	864	949	-	-	-	-	-	-	-
762	832	899	970	-	-	-	-	-	-	-	63	711	796	881	966	-	-	-	-	-	-	-
776	846	914	985	-	-	-	-	-	-	-	64	728	813	898	983	-	-	-	-	-	-	-
790	860	928	1000	-	-	-	-	-	-	-	65	745	830	915	1000	-	-	-	-	-	-	-
804	874	943	-	-	-	-	-	-	-	-	66	762	847	932	-	-	-	-	-	-	-	-
818	888	957	-	-	-	-	-	-	-	-	67	779	864	949	-	-	-	-	-	-	-	-
832	902	971	-	-	-	-	-	-	-	-	68	796	881	966	-	-	-	-	-	-	-	-
846	916	986	-	-	-	-	-	-	-	-	69	813	898	983	-	-	-	-	-	-	-	-
860	930	1000	-	-	-	-	-	-	-	-	70	830	915	1000	-	-	-	-	-	-	-	-
874	944	-	-	-	-	-	-	-	-	-	71	847	932	-	-	-	-	-	-	-	-	-
888	958	-	-	-	-	-	-	-	-	-	72	864	949	-	-	-	-	-	-	-	-	-
902	972	-	-	-	-	-	-	-	-	-	73	881	966	-	-	-	-	-	-	-	-	-
916	986	-	-	-	-	-	-	-	-	-	74	898	983	-	-	-	-	-	-	-	-	-
930	1000	-	-	-	-	-	-	-	-	-	75	915	1000	-	-	-	-	-	-	-	-	-
944	-	-	-	-	-	-	-	-	-	-	76	932	-	-	-	-	-	-	-	-	-	-
958	-	-	-	-	-	-	-	-	-	-	77	949	-	-	-	-	-	-	-	-	-	-
972	-	-	-	-	-	-	-	-	-	-	78	966	-	-	-	-	-	-	-	-	-	-
986	-	-	-	-	-	-	-	-	-	-	79	983	-	-	-	-	-	-	-	-	-	-
1000	-	-	-	-	-	-	-	-	-	-	80	1000	-	-	-	-	-	-	-	-	-	-

Every effort has been made to ensure the accuracy of the above values, but accuracy is not guaranteed. In the event of a discrepancy, the insurance policy governs.

Table 4: Tenant's Package Policy

Tenant's Package Policy ($500 deductible)		
All Areas – Manitoba		
Coverage Amount	**Standard Form**	**Comprehensive Form**
$25 000	$158.00	$200.00
$30 000	$174.00	$226.00
$35 000	$199.00	$252.00
$40 000	$212.00	$269.00
$45 000	$235.00	$298.00
$50 000	$254.00	$324.00
$55 000	$272.00	$346.00
$60 000	$293.00	$373.00
$65 000	$315.00	$400.00
$70 000	$337.00	$427.00
$75 000	$359.00	$454.00
Each additional $1000	$4.50	$5.50

$200 deductible – Increase premium by 10%

Table 5: Manitoba Homeowner's Insurance Rates

Manitoba Homeowner's Insurance Rates ($500 deductible)								
Boeckh Calculator	Metro Winnipeg		Area 2		Area 3		Area 4	
Amount	Standard	Comprehensive	Standard	Comprehensive	Standard	Comprehensive	Standard	Comprehensive
$ 50 000	195	214	147	161	196	216	261	287
$ 55 000	216	238	160	176	217	239	289	318
$ 60 000	237	260	173	190	237	261	315	347
$ 65 000	252	277	187	205	255	281	339	373
$ 70 000	266	303	200	220	270	297	359	395
$ 75 000	294	314	210	231	285	314	379	417
$ 80 000	310	323	221	243	302	332	402	462
$ 85 000	318	333	226	249	313	344	416	458
$ 90 000	324	349	231	254	324	356	431	474
$ 95 000	348	370	244	268	345	380	459	505
$100 000	364	393	260	286	361	397	480	528
$105 000	390	417	278	306	378	416	503	553
$110 000	402	441	293	322	393	432	523	575
$115 000	418	464	299	329	409	450	544	598
$120 000	436	487	309	340	424	466	564	620
$125 000	451	510	319	351	444	488	591	650
$130 000	472	543	339	373	466	513	620	682
$135 000	498	557	345	380	477	525	634	697
$140 000	523	580	358	394	496	546	660	726
$145 000	538	596	375	413	508	559	676	744
$150 000	550	604	385	424	520	572	692	761
$155 000	557	613	398	438	551	606	733	806
$160 000	565	622	413	454	569	626	757	833
$165 000	572	629	425	468	589	648	783	861
$170 000	590	647	441	485	609	670	810	891
$175 000	607	668	451	496	624	686	830	913
$180 000	620	686	466	513	648	713	862	948
$185 000	636	702	478	526	667	734	887	976
$190 000	652	717	492	541	705	776	938	1032
$195 000	678	742	504	554	720	792	958	1054
$200 000	692	771	519	571	726	799	966	1063
Additional Amounts per $1000 coverage	Add: $3.15	Add: $3.50	Add: $2.75	Add: $3.03	Add: $3.55	Add: $3.91	Add: $4.72	Add: $5.19

$200 deductible – Increase premium by 10%

Table 6: Amortization Period of Mortgage Loan

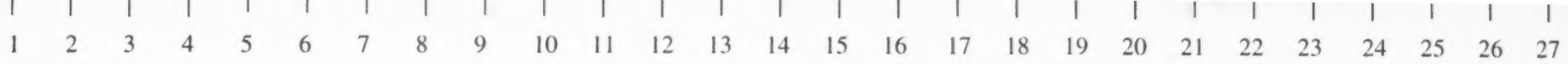
Amortization Period of Mortgage Loan (Blended payment of principal and interest per $1000 of loan)					
Interest Rate	**5 years**	**10 years**	**15 years**	**20 years**	**25 years**
4.00%	$18.40	$10.11	$7.38	$6.04	$5.26
4.25%	18.51	10.23	7.50	6.17	5.40
4.50%	18.62	10.34	7.63	6.30	5.53
4.75%	18.74	10.46	7.75	6.44	5.67
5.00%	18.85	10.58	7.88	6.57	5.82
5.25%	18.96	10.70	8.01	6.71	5.96
5.50%	19.07	10.82	8.14	6.84	6.10
5.75%	19.19	10.94	8.27	6.98	6.25
6.00%	19.30	11.07	8.40	7.12	6.40
6.25%	19.41	11.19	8.53	7.26	6.55
6.50%	19.53	11.31	8.66	7.41	6.70
6.75%	19.64	11.43	8.80	7.55	6.85
7.00%	19.75	11.56	8.93	7.70	7.00
7.25%	19.87	11.68	9.07	7.84	7.16
7.50%	19.98	11.81	9.21	7.99	7.32
7.75%	20.10	11.94	9.34	8.13	7.47
8.00%	20.21	12.06	9.48	8.28	7.63
8.25%	20.33	12.19	9.62	8.43	7.79
8.50%	20.45	12.32	9.76	8.59	7.95
8.75%	20.56	12.45	9.90	8.74	8.12
9.00%	20.68	12.58	10.05	8.89	8.28
9.25%	20.80	12.71	10.19	9.05	8.44
9.50%	20.91	12.84	10.33	9.20	8.61
9.75%	21.03	12.97	10.48	9.36	8.78
10.00%	21.15	13.10	10.62	9.52	8.94
10.25%	21.27	13.24	10.77	9.68	9.11
10.50%	21.38	13.37	10.92	9.84	9.28
10.75%	21.50	13.50	11.06	9.99	9.45
11.00%	21.62	13.64	11.21	10.16	9.63
11.25%	21.74	13.77	11.36	10.32	9.80
11.50%	21.86	13.91	11.51	10.48	9.97
11.75%	21.98	14.04	11.66	10.65	10.14
12.00%	22.10	14.18	11.82	10.81	10.32
12.25%	22.22	14.32	11.97	10.98	10.49
12.50%	22.34	14.46	12.12	11.14	10.67
12.75%	22.46	14.59	12.28	11.31	10.85
13.00%	22.58	14.73	12.43	11.48	11.02
13.25%	22.70	14.87	12.59	11.64	11.20
13.50%	22.82	15.01	12.74	11.81	11.38
13.75%	22.94	15.15	12.90	11.98	11.56
14.00%	23.07	15.29	13.06	12.15	11.74
14.25%	23.19	15.43	13.21	12.32	11.92
14.50%	23.31	15.58	13.37	12.49	12.10
14.75%	23.43	15.72	13.53	12.67	12.28
15.00%	23.56	15.86	13.69	12.84	12.46
15.25%	23.68	16.00	13.85	13.01	12.64
15.50%	23.80	16.15	14.01	13.18	12.83
15.75%	23.92	16.29	14.17	13.36	13.01
16.00%	24.05	16.44	14.33	13.53	13.19

*** Interest compounded semi-annually. Actual payment amount may differ slightly.**

Table 7: Canadian Dollar-Based Rates

Canadian Dollar Based Rates (CAN $)			
Bank Buying Rate	**Country**	**Currency**	**Bank Selling Rate**
0.8580	Australia	Dollar (A$)	1.0244
0.0889	Austria	Schilling	0.1226
0.0318	Belgium	Franc (BF)	0.0398
0.1759	Denmark	Krone (DKr)	0.2131
2.2957	England	Pound	2.4513
1.4441	Euro	Euro	1.4870
0.2131	Finland	Mark	0.2743
0.2008	France	Franc (FF)	0.2384
0.6954	Germany	Mark	0.7845
0.003576	Greece	Drachma	0.005124
0.1643	Hong Kong	Dollar ($HK)	0.2032
0.000670	Italy	Lire	0.000821
0.01276	Japan	Yen	0.01480
0.1271	Mexico	Peso	0.1855
0.6079	Netherlands	Guilder	0.7062
0.6727	New Zealand	Dollar ($NZ)	0.8082
2.2597	N. Ireland	Pound	2.4887
0.1640	Norway	Krone (NKr)	0.1968
0.00654	Portugal	Escudo	0.00804
2.2597	Scotland	Pound	2.4958
0.7322	Singapore	Dollar (S $)	0.9792
1.6951	S. Ireland	Punt	1.9977
0.00792	Spain	Peseta	0.00957
0.1534	Sweden	Krone (SKr)	0.1843
0.8177	Switzerland	Franc (SwF)	0.9666
1.4215	United States	Dollar (US $)	1.4600

Friday, January 21, 2000



RULER

Senior 4 Consumer Mathematics (40S) Standards Test

Written Test Scoring Guide

January 2002

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Education,
Training
and Youth

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Scoring Guidelines for Constructed-Response Questions

The scoring guide for the Written Test for the Senior 4 Consumer Mathematics (40S) Standards Test is based on the outcomes and standards found in the *Senior 4 Mathematics: Outcomes and Draft Standards* document (2000).

The scoring guide is designed to assess a wide range of student performance. Specific mark allocations for each step in a given test item are provided to distinguish levels of student performance and to offer consistency in scoring student responses.

The scoring guide also illustrates two types of general marking procedures related to student conceptual errors and student arithmetical errors. These recommended procedures are indicated by the following text boxes:

DEDUCTION TO TOTAL SCORE:

Deduct ½ mark for transposition of a number or minor error that follows through to the solution of a task.

MARKING CAP:

Students earn a maximum of ½ the total value of the test item for using a correct strategy with incorrect values from a table or chart or using values from an incorrect table or chart.

Scoring guides are never able to fully anticipate the variety of possible student responses. The *Senior 4 Consumer Mathematics Written Test Scoring Guide* provides a variety of strategies most commonly used by students during pilot testing and when solving similar mathematics-related tasks.

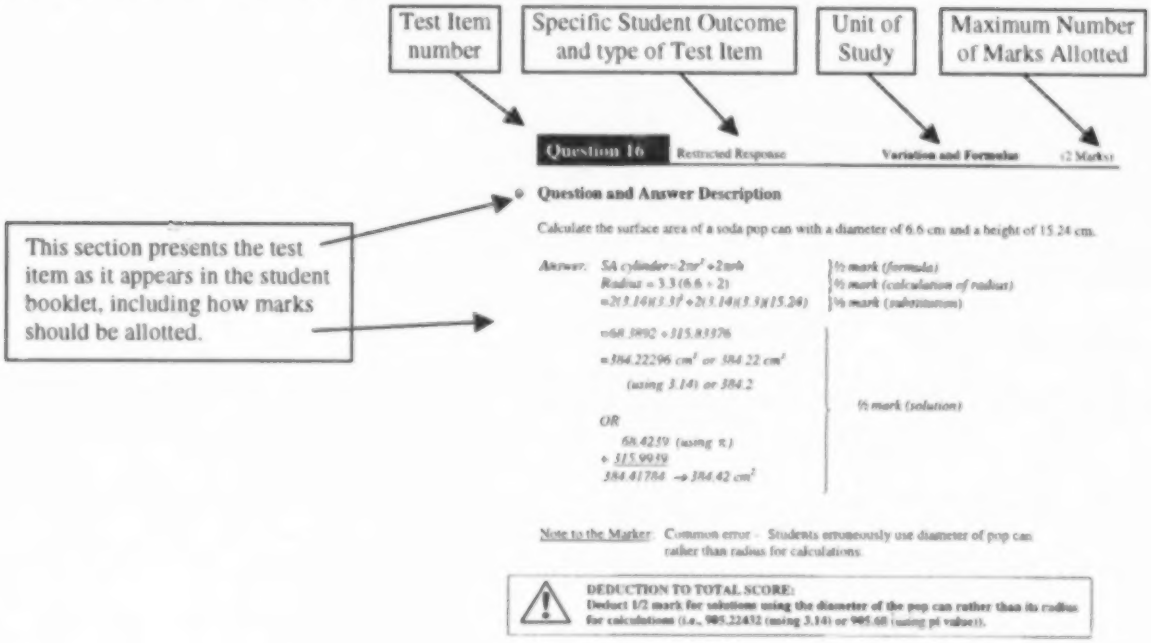
For each sample test item, a scoring guide and three student samples with scores and rationales are provided to help focus and clarify the marking criteria. Student responses are presented in order of increasing levels of performance.

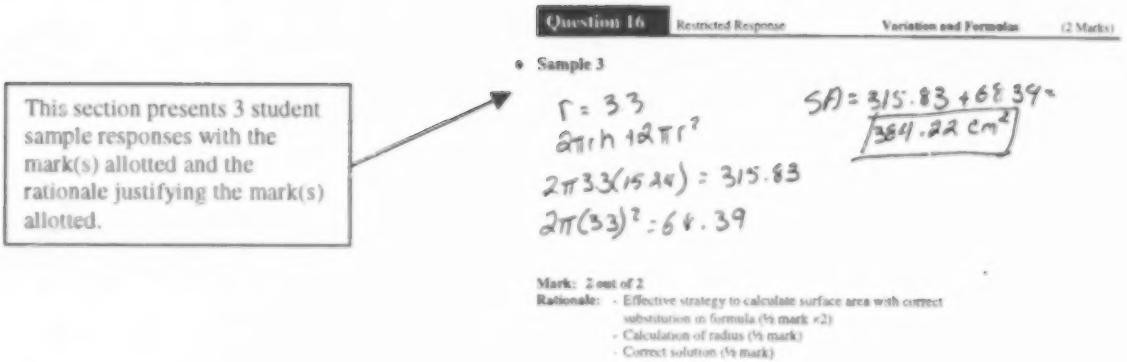
The recommended procedure for scoring student responses is as follows:

1. Read the *Written Test Scoring Guide*.
2. Study the student samples provided and the rationales for the allotted scores.
3. Determine the mark for the student's response by comparing its features with the *Written Test Scoring Guide* descriptions. The descriptions and samples only typify a student's response to a given question; an exact match is not anticipated.

Presentation of the Student Samples

Each constructed-response question is presented using the following sections:


Test Item number
Specific Student Outcome and type of Test Item
Unit of Study
Maximum Number of Marks Allotted
Question 16
Restricted Response
Variation and Formulas
(2 Marks)
This section presents the test item as it appears in the student booklet, including how marks should be allotted.
Question and Answer Description
Calculate the surface area of a soda pop can with a diameter of 6.6 cm and a height of 15.24 cm.
Answer: SA cylinder = 2πr² + 2πrh
Radius = 3.3 (6.6 ÷ 2)
= 2(3.14)(3.3)² + 2(3.14)(3.3)(15.24)
= 68.3892 + 315.83376
= 384.22296 cm² or 384.22 cm²
(using 3.14) or 384.2
OR
68.4259 (using π)
+ 315.9959
384.41784 → 384.42 cm²
½ mark (formula)
½ mark (calculation of radius)
½ mark (substitution)
½ mark (solution)
Note to the Marker: Common error - Students erroneously use diameter of pop can rather than radius for calculations.
DEDUCTION TO TOTAL SCORE:
Deduct 1/2 mark for solutions using the diameter of the pop can rather than its radius for calculations (i.e., 905.22432 (using 3.14) or 905.68 (using pi value)).


Question 16
Restricted Response
Variation and Formulas
(2 Marks)
This section presents 3 student sample responses with the mark(s) allotted and the rationale justifying the mark(s) allotted.
Sample 3
r = 3.3
2πrh + 2πr²
2π3.3(15.24) = 315.83
2π(3.3)² = 68.39
SA = 315.83 + 68.39 =
384.22 cm²
Mark: 2 out of 2
Rationale: - Effective strategy to calculate surface area with correct substitution in formula (½ mark ×2)
- Calculation of radius (½ mark)
- Correct solution (½ mark)

Question 1 Multiple Choice (1 Mark)

♦ Test Item and Scoring Guide

Mr. Crisp has a $30 000 mortgage with monthly payments at a 6.25% interest rate. What interest would he pay in the first month?

Answer: *B) $156.25*

Question 2 Extended Restricted Response **Personal Finance** (3 Marks)

♦ Test Item and Scoring Guide

A 35-year-old female non-smoker would like to buy a 10-year term life insurance policy with a face value of $350 000. Calculate her monthly premium.

Answer: *From Table 1: $1.05* *(Read table) ½ mark*

$$\$1.05 \times \frac{\$350\,000}{\$1000} = \$367.50$$ *(Multiplying) ½ mark (Dividing) ½ mark*

$367.50 + $75 = $442.50 – annual premium *(Adding) ½ mark*

monthly premium: $442.50 × 0.09 = $39.83 *(Multiplying) ½ mark (Answer) ½ mark*

> Students may earn a maximum of 1.5 marks when accurately calculating an incorrect value from Table 1.

Question 2 Extended Restricted Response **Personal Finance** (3 Marks)

♦ Sample 1

1.05

350 000
x 1.05

Mark: 1 out of 3
Rationale: - Accurate reading from Table 1 (½ mark)
- Recognition of need to multiply face value by table value (½ mark)

Question 2 — Extended Restricted Response — Personal Finance — (3 Marks)

- **Sample 2**

1.05 = rate

350 000 × 105 = 3675 : Annual

3675 × .09 = $330 75 monthly

Mark: 1.5 out of 3

Rationale:
- Accurate reading from Table 1 (½ mark)
- Accurate multiplication (½ mark)
- No evidence of division
- Recognition of need to multiply by .09 (½ mark)
- Incorrect solution

Question 2 — Extended Restricted Response — Personal Finance — (3 Marks)

- **Sample 3**

1.05 x 350 = $367.50 / year

+ 75 (policy fee)

442.5 x 0.09

39.825 ≈ 39.83 / month

Mark: 3 out of 3

Rationale:
- Accurate reading from Table 1 (½ mark)
- Effective strategy to calculate step 2 (multiplication = ½ mark, division = ½ mark)
- Calculation for annual premium (½ mark)
- Calculation for monthly premium (½ mark)
- Correct solution (½ mark)

Question 3 — Extended Restricted Response — **Personal Finance** — (2 Marks)

♦ Test Item and Scoring Guide

Angela Lindstrom purchases a house for $70 000 and makes a $12 000 down payment. Her mortgage is amortized for 25 years at an interest rate of 8.5%. Calculate her monthly mortgage payment.

Answer: $\$70\,000 - \$12\,000 = \$58\,000$ } ½ mark

$7.95\ (\text{from Table 6}) \times \frac{\$58\,000}{\$1000} = \$461.10$ } 1½ marks

↑ ½ mark ↑ ½ mark ↑ ½ mark

> Students may earn a maximum of 1 mark when accurately calculating an incorrect value from Table 6.

Question 3 — Extended Restricted Response — **Personal Finance** — (2 Marks)

♦ Sample 1

$7.95 \times (70000 - 12000) = 461\,100\$$ (58 000)

Mark: 1 out of 2

Rationale: - Accurate calculation of mortgage (½ mark)
- Accurate reading of Table 6 (½ mark)

Question 3 — Extended Restricted Response — **Personal Finance** — (2 Marks)

- **Sample 2**

$7.95 \times \frac{58000}{1000} = \$461.10/\text{month}$

Mark: 2 out of 2

Rationale:
- Accurate reading of Table 6 (½ mark)
- Effective strategy to calculate monthly payment (½ mark × 2)
- Subtraction occurred prior to written work (½ mark)

Question 3 — Extended Restricted Response — **Personal Finance** — (2 Marks)

- **Sample 3**

$$\begin{array}{r} 70\,000 \\ -\,12\,000 \\ \hline 58,000 \end{array}$$

7.95 per 1000

$7.95 \times 58 = \$461.10$

Her monthly mortage would be $461.10

Mark: 2 out of 2

Rationale:
- Accurate calculation of mortgage (½ mark)
- Accurate reading of Table 6 (½ mark)
- Effective strategy to calculate monthly payment (½ mark × 2)
- Correct solution (½ mark)

Question 4 — Open-Ended Response — Personal Finance — (3 Marks)

♦ Test Item and Scoring Guide

The Ambrose family placed a $6000 down payment on a new home and has just secured a mortgage (principal, interest and taxes included). Use the chart below to:

A) List four additional costs they could expect to pay before living in the house.

B) Describe two of the costs.

A) Additional costs	B) Description
1.	1.
2.	2.
3.	
4.	

Answer: *List four costs (½ mark each to a maximum of 2)*
Describe two costs (½ mark each to a maximum of 1)

Additional Costs	Description
service charges	*cost of hooking up utilities*
interest adjustment	*difference between date of purchase and date the mortgage is available*
property tax	*amount paid to owner for property taxes prepaid*
homeowner insurance	*cost of insurance on home*
land transfer tax	*fee paid to municipality*
moving	*cost of moving either to mover or just gas*
decorating	*optional cost for purchaser – to personalize or upgrade the house*
appliances	*optional cost for purchaser – may not be previously owned*
immediate repairs	*optional cost for purchaser – to upgrade or may be essential*
furniture	*optional cost for purchaser – may not be previously owned*
property survey	*may be needed for mortgage (legal document)*
home inspection fee	*optional cost for purchaser – some purchasers wish appraisal before spending large amounts of money*
lawyer/legal fees	*necessary for transfer of ownership*
appraisal fee	*charged by the bank for mortgage*
insurance	*high ratio mortgage - a fee from the bank if down payment is minimal*

Question 4 — Open-Ended Response — Personal Finance — (3 Marks)

- **Sample 1**

A) Additional costs	B) Description
1. have insurance	1. so if something happens (ie. Flood, fire) you're covered
2. fixing up	2. - may be some things that need fixing before you can move in.
3. monthly payments	
4.	

Mark: 2 out of 3
Rationale: - Two costs cited (½ mark × 2)
- Accurate description of two costs (½ mark × 2)

Question 4 — Open-Ended Response — Personal Finance — (3 Marks)

- **Sample 2**

A) Additional costs	B) Description
1. utility expenses	1. - geting hydro, electricity, water hooked up
2. moving expenses	2. sometimes - you need to move your home to where you bought land
3. - taxes - property taxes	
4. Payments	

Mark: 2.5 out of 3
Rationale: - Three costs cited (½ mark × 3)
- Accurate description of two costs (½ mark × 2)

Question 4 — Open-Ended Response — Personal Finance — (3 Marks)

- **Sample 3**

A) Additional costs	B) Description
1. house insurance	1. insurance that covers, fire, break and entre
2. Property taxes	2. taxes you pay for the property you live on
3. legal fees	
4. moving costs	

Mark: 3 out of 3
Rationale: - Four costs cited (½ mark × 4)
- Accurate description of two costs (½ mark × 2)

Question 5 — Multiple Choice — (1 Mark)

- **Test Item and Scoring Guide**

The provincial government collects 8¢ in provincial tobacco tax for each cigarette purchased. If someone purchases a package of 25 cigarettes at $6.90 per package, how much would be paid in tobacco tax?

A) $2.00

Question 6 Restricted Response **Government Finances** (2 Marks)

♦ Test Item and Scoring Guide

Millie travelled with her classmates on a trip to Japan over spring break. Upon her return, she had 13 513 Yen remaining. Convert this to Canadian dollars.

Answer: $13\,513 \times 0.01276 = \$172.43$ *Canadian*

↑ ½ *mark* ↑ ½ *mark*

1 mark for reading from Table 7 (Bank Buying Rate)

Students earn a maximum of 1 mark when accurately calculating both the bank buying rate and the bank selling rate from Table 7.

Question 6 Restricted Response **Government Finances** (2 Marks)

♦ Sample 1

.01480 x 13513 = $199.99

Mark: .5 out of 2

Rationale:
- Inaccurate reading from Table 7
- Effective strategy to determine solution
- Inaccurate calculation
- Recognition of need to multiply (½ mark)
- ⓘ - Marking cap in effect

Question 6 Restricted Response **Government Finances** (2 Marks)

- **Sample 2**

13513 x .01276 = $172.43 Canadian.
@ bank buying Rate

13513 x .01480 = 199.99 Canadian
@ bank selling Rate

Mark: 1 out of 2

Rationale:
- Double reading from Table 7
  contradictory evidence that student understands buying rate is required
- Effective strategy to determine solution (½ mark)
- Accurate calculation (½ mark)
- ⓘ - Marking cap in effect

Question 6 Restricted Response **Government Finances** (2 Marks)

- **Sample 3**

0.01276 x 13513 = $171.62

∴ the rad $171.62 left over

Mark: 1.5 out of 2

Rationale:
- Accurate reading from Table 7 (1 mark)
- Effective strategy to determine solution (½ mark)
- Incorrect solution

Question 7 Restricted Response **Government Finances** (2 Marks)

- **Test Item and Scoring Guide**

The amount of money a municipal government wants to raise through property taxes is $75 900. Total property within the municipality has a portioned assessed value of $3 000 000. Determine the mill rate that must be established in order to raise this amount.

Answer: $\frac{\$75\,900}{\$3\,000\,000} \times 1\,000 = 25.3 \text{ mills}$

↑ 1 *mark* ↑ ½ *mark* ↑ ½ *mark*

Question 7 Restricted Response **Government Finances** (2 Marks)

- **Sample 1**

3 000 000 ÷ 75 900 = 39.52

∴ the mill rate is 39.52

Mark: 0 out of 2

Rationale:
- Division of portioned assessed value is inverted
- Ineffective strategy to determine mill rate
- Incorrect solution

Question 7 Restricted Response **Government Finances** (2 Marks)

- **Sample 2**

$\frac{\$75900}{\$3\,000\,000} \times 1000 = 2.53 \text{ mills}$

Mark: 1.5 out of 2
Rationale: - Division of portioned assessed value (1 mark)
- Effective strategy to determine mill rate (½ mark)
- Incorrect solution

Question 7 Restricted Response **Government Finances** (2 Marks)

- **Sample 3**

$\frac{\$75900}{\$3000000} \times 1000 = 25.3 \text{ mills}$

Mark: 2 out of 2
Rationale: - Division of portioned assessed value (1 mark)
- Effective strategy to determine mill rate (½ mark)
- Correct solution (½ mark)

♦ Test Item and Scoring Guide

Using the information on the following property tax assessment form:

A) Calculate the total assessment *1 mark*

Answer: $\$12\,000 + \$75\,800 = \$87\,800$

B) Calculate the total portion assessment. *1 mark*

Answer: $\$12\,000 \times 45\% = \$5400$
$\$75\,800 \times 45\% = \underline{\$34\,110}$
$\$39\,510$ *(round all values to nearest $10)*

PROPERTY DESCRIPTION								
Roll Number	Ward	Lot/Section	Blk/Twp	Plan Range	Frontage/ Area	Dwell. Units		• Errors and omissions excepted • All land in arrears for more than one year shall be sold for taxes • All cheques made in Canadian funds • Bank receipt constitutes official receipt • Retain copy for income tax purposes
2-47			12	132 384	55			
Civic Address								
Title or Deed No.	Current Assessment Land	Buildings	Status Code	Total Assessment	Prop. Class	Portion %	Total Portion Assessment	
	12 000	75 800	T	87 800	10	45%	39 510	
								Assessment subject to local improvement levy

C) Calculate the general municipal levy.

Answer: $\$792.37$ *1 mark*

$\$39\,510 \times \frac{20.055}{1000} = \$792.37$ *or* $\$39\,510 \times 20.0555 \text{ mills} = \$792.37$

or $\$39\,510 \times .02005 = \$792.37$

or $45\% \times (a + b)$

or $(45\% \times a) + (45\% \times b)$

MUNICIPAL TAXES					
Description			Assessment	Mill Rate	Levy
General Municipal				20.055	792.37
By-Law No.	Term	Type	Assessment	Mill Rate	Levy

Question 8 — Extended Restricted Response — Government Finances — (3 Marks)

♦ Sample 1

A) Calculate the total assessment.

B) Calculate the total portion assessment.

(12000 + 75800) x .45 =
$39510.00

PROPERTY DESCRIPTION								
Roll Number	Ward	Lot/Section	Blk/Twp	Plan Range	Frontage/ Area	Dwell. Units		• Errors and omissions excepted • All land in arrears for more than one year shall be sold for taxes • All cheques made in Canadian funds • Bank receipt constitutes official receipt • Retain copy for income tax purposes
2-47			12	132 384	55			
Civic Address								
Title or Deed No.	Current Assessment Land	Buildings	Status Code	Total Assessment	Prop. Class	Portion %	Total Portion Assessment	
	12 000	75 800	T		10	45%		
								Assessment subject to local improvement levy

C) Calculate the general municipal levy.

39 510 x .20055 = $7923.75

MUNICIPAL TAXES					
Description			Assessment	Mill Rate	Levy
General Municipal				20.055	
By-Law No.	Term	Type	Assessment	Mill Rate	Levy

Mark: 1 out of 3

Rationale:
- No attempt shown for Part A
- Correct solution Part B (1 mark)
- Incorrect solution Part C

♦ Sample 2

A) Calculate the total assessment.

B) Calculate the total portion assessment.

12 000 × .45 = 5400
75 800 × .45 = 34110
39510

PROPERTY DESCRIPTION								
Roll Number	Ward	Lot/Section	Blk/Twp	Plan Range	Frontage/ Area	Dwell. Units		• Errors and omissions excepted • All land in arrears for more than one year shall be sold for taxes • All cheques made in Canadian funds • Bank receipt constitutes official receipt • Retain copy for income tax purposes
2-47			12	132 384	55			
Civic Address								
Title or Deed No.	Current Assessment Land	Buildings	Status Code	Total Assessment	Prop. Class	Portion %	Total Portion Assessment	
	12 000	75 800	T		10	45%	39510	
								Assessment subject to local improvement levy

C) Calculate the general municipal levy.

$\frac{39510 \times 20.055}{1000} = 792.37$

MUNICIPAL TAXES					
Description			Assessment	Mill Rate	Levy
General Municipal				20.055	792.37
By-Law No.	Term	Type	Assessment	Mill Rate	Levy

Mark: 2 out of 3

Rationale:
- No attempt shown for Part A
- Correct solution Part B (1 mark)
- Correct solution Part C (1 mark)

Question 8 — Extended Restricted Response — Government Finances (3 Marks)

♦ Sample 3

A) Calculate the total assessment.

12 000 + 75 800 = 87 800

B) Calculate the total portion assessment.

87 800 × 0,45 = 39 510

PROPERTY DESCRIPTION								
Roll Number	Ward	Lot/Section	Blk/Twp	Plan Range	Frontage/ Area	Dwell. Units		• Errors and omissions excepted • All land in arrears for more than one year shall be sold for taxes • All cheques made in Canadian funds • Bank receipt constitutes official receipt • Retain copy for income tax purposes
2-47			12	132 384	55			
Civic Address								
Title or Deed No.	Current Assessment Land	Buildings	Status Code	Total Assessment	Prop. Class	Portion %	Total Portion Assessment	
	12 000	75 800	T	87 800	10	45%	39 510	
								Assessment subject to local improvement levy

C) Calculate the general municipal levy.

39 510 × 0,020055 = 792,37

MUNICIPAL TAXES					
Description			Assessment	Mill Rate	Levy
General Municipal			39 510	20.055	792,37
By-Law No.	Term	Type	Assessment	Mill Rate	Levy

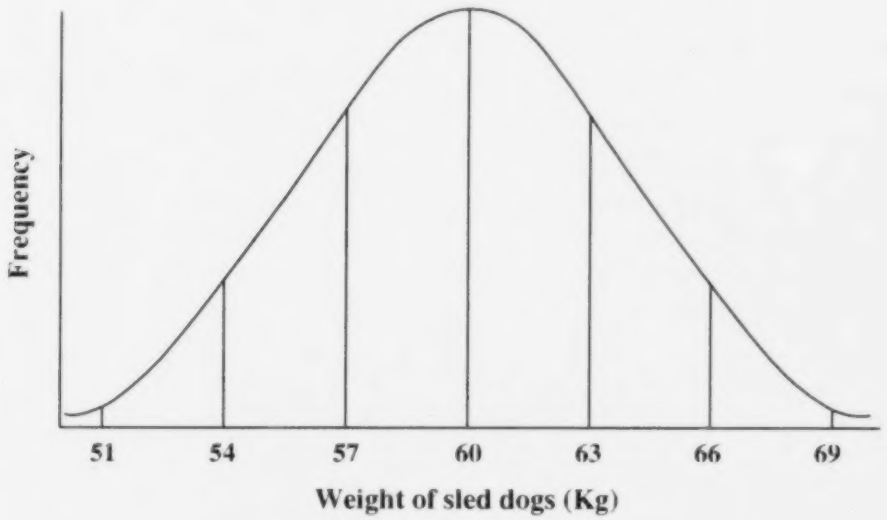
Mark: 3 out of 3

Rationale:
- Correct solution Part A (1 mark)
- Correct solution Part B (1 mark)
- Correct solution Part C (1 mark)

Question 9 Extended Restricted Response **Statistics** (3 Marks)

♦ Test Item and Scoring Guide

A dog breeder collected data on the weight of sled dogs and found that the data were distributed normally. The mean was 60 kg and the standard deviation was 3 kg.



A) Find the percent of sled dogs that weighed between 54 kg and 63 kg.

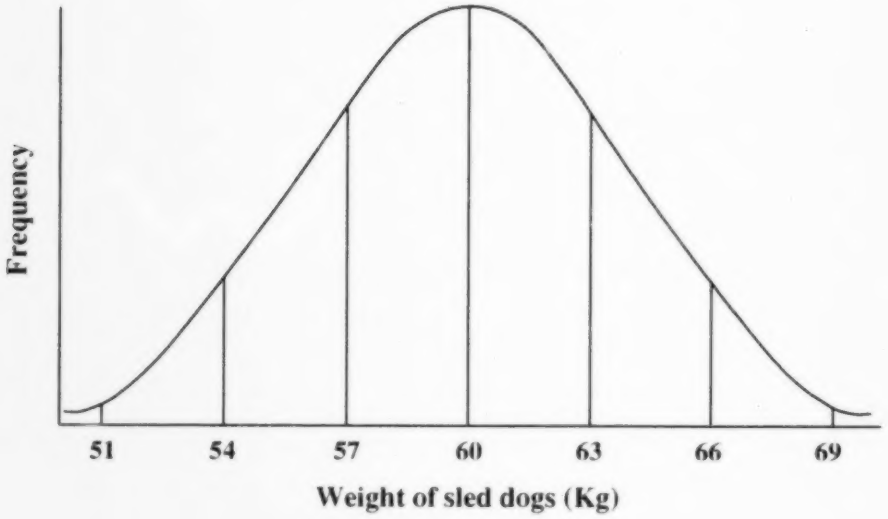
Answer: *14% + 34% + 34% = 82%* *1 mark*

B) There were 50 dogs in the study. Find how many weighed less than 57 kg.

Answer: *2% + 14% = 16%* *1 mark*
16% × 50 = 8 dogs *1 mark*

Question 9 Extended Restricted Response **Statistics** (3 Marks)

- **Sample 1**



A) Find the percent of sled dogs that weighed between 54 kg and 63 kg.

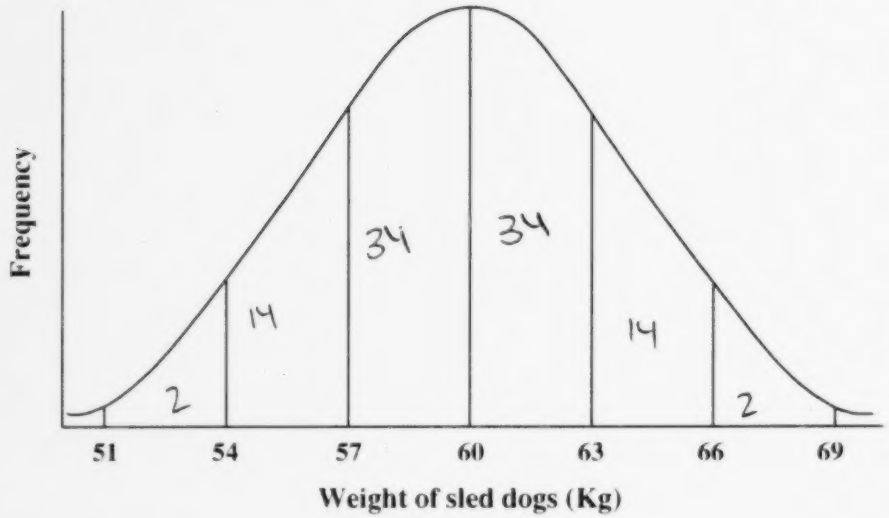
82%.

B) There were 50 dogs in the study. Find how many weighed less than 57 kg.

10

Mark: 1 out of 3
Rationale: - Correct solution Part A (1 mark)
- No work shown
- Incorrect solution Part B

♦ **Sample 2**



C) Find the percent of sled dogs that weighed between 54 kg and 63 kg.

82 %

34 + 34 + 14 = 82

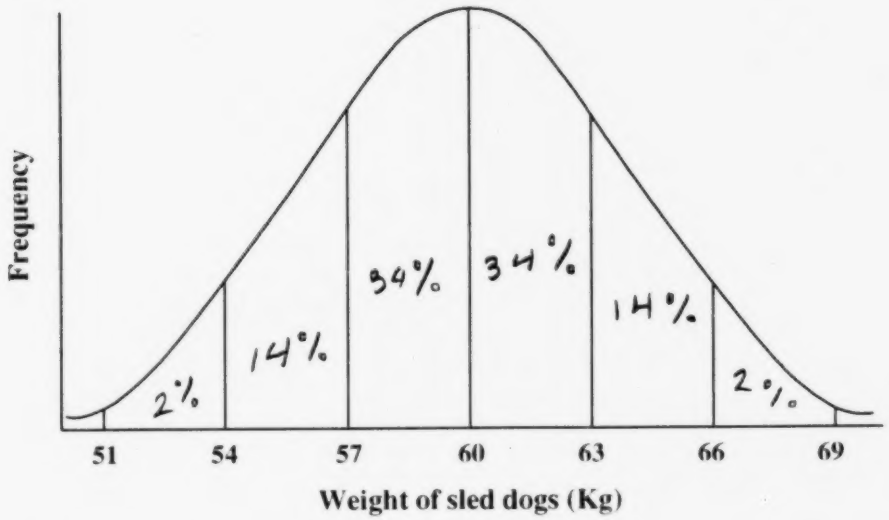
D) There were 50 dogs in the study. Find how many weighed less than 57 kg.

16 % = 3 weighed less than 57 kg

Mark: 2 out of 3

Rationale: - Effective strategy to determine percent (1 mark)
- Effective strategy to determine number of dogs (1 mark)
- Incorrect solution

- **Sample 3**



C) Find the percent of sled dogs that weighed between 54 kg and 63 kg.

34% + 34% + 14% = 82%

D) There were 50 dogs in the study. Find how many weighed less than 57 kg.

14% + 2% = 16%
50 × .16 = 8 dogs weighed less than 57 kg

Mark: 3 out of 3
Rationale: - Effective strategy to determine percent (1 mark)
- Effective strategy to determine number of dogs (1 mark)
- Correct solution (1 mark)

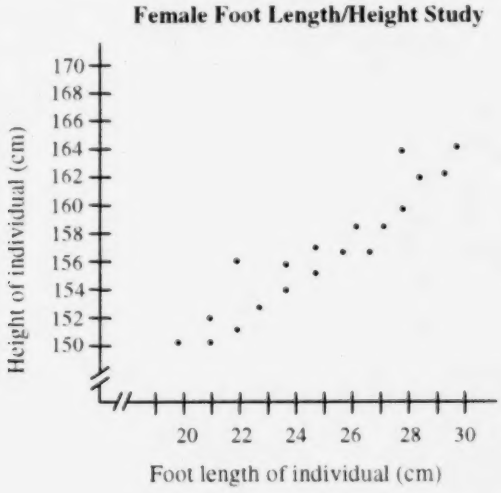
Question 10 Restricted Response with Explanation **Statistics** (2 Marks)

♦ Test Item and Scoring Guide

The graph below shows the results of a study of adult females.

A) Identify the correlation that exists.

B) Describe the relationship between the two variables.



Answer: *A) Positive correlation.* *1 mark*

B) The taller the woman, the longer the length of her foot. (The height of the individual is directly related to her foot length.) *1 mark*

Question 10 Restricted Response with Explanation **Statistics** (2 Marks)

♦ Sample 1

it doesn't matter how big some one's feet are to how tall they are.
some people with big feet ~~[illegible]~~ were short
but it did seem that there was a average

Mark: 0 out of 2
Rationale: - Relationship incorrectly described

Question 10 Restricted Response with Explanation **Statistics** (2 Marks)

- **Sample 2**

As the length of the foot gets longer the height of the person get higher

Mark: 1 out of 2
Rationale: - Correlation not stated
- Relationship described (1 mark)

Question 10 Restricted Response with Explanation **Statistics** (2 Marks)

- **Sample 3**

This is a positive correlation.

The relationship is that the taller the female the longer her foot is.

Mark: 2 out of 2
Rationale: - Correlation stated (1 mark)
- Relationship described (1 mark)

Question 11 — Restricted Response with Explanation — Statistics — (2 Marks)

♦ Test Item and Scoring Guide

Renée's final mark on her Art History test is 60 per cent. Of the 80 students taking Art at her school, 7 students received the same mark as Renée and 72 had a lower mark.
Find Renée's percentile rank.

Answer: $\text{Percentile rank} = \left(\frac{B + 0.5E}{n}\right) \times 100 = \left(\frac{72 + 0.5(8)}{80}\right) \times 100 =$

$\frac{72 + 4}{80} = \frac{76}{80} \times 100 = 95$ *percentile*

½ mark ½ mark ½ mark ½ mark

2 Marks

Question 11 — Restricted Response with Explanation — Statistics — (2 Marks)

♦ Sample 1

Find Renée's percentile rank.

Her percentile rate is 70%

Mark: 0 out of 2
Rationale: - No work shown
- Incorrect solution

Question 11 — Restricted Response with Explanation — Statistics — (2 Marks)

♦ Sample 2

Find Renée's percentile rank.

$P = \frac{(B + 0.5E)}{n} \times 100$

$P = \frac{(72 + 0.5(8)}{80} \times 100 = 95$

Her percentile rank is 95%.

Mark: 2 out of 2
Rationale: - Effective strategy to calculate rank (½ mark × 4)

Question 11 Restricted Response with Explanation **Statistics** (2 Marks)

- **Sample 3**

Find Renée's percentile rank.

$$p = \left(\frac{32 + 0.5(8)}{80}\right) = 95 \times 100 = 95$$

Mark: 2 out of 2
Rationale: - Effective strategy to calculate rank (½ mark × 4)

Question 12 Multiple Choice (1 Mark)

- **Test Item and Scoring Guide**

Henri is planning to invest some money. His money will be pooled with other investors and managed by a professional money manager. This type of investment is called:

C) Mutual Fund

Question 13 Restricted Response with Explanation **Investments** (2 Marks)

- **Test Item and Scoring Guide**

Identify two characteristics of a Registered Savings Plan (RSP).

1.
2.

Answer: *Students may provide a variety of answers including:*

- *monthly savings*
- *income tax deduction (sheltered funds)*
- *planning for the future (retirement)*
- *it's difficult to withdraw it so you have a better chance of saving it if you have no willpower*

(1 mark each to a maximum of 2 marks)

Question 13 — Restricted Response with Explanation — Investments — (2 Marks)

- **Sample 1**

2 reasons for putting money into a RSP are:

1.	➧In the future you will have money to fall back on incase something was to happen.
2.	➧RSP's are a good place to invest your money.

Mark: 1 out of 2
Rationale: - First reason relates to savings for future (1 mark)
- Second reason is a value statement rather than a reason

Question 13 — Restricted Response with Explanation — Investments — (2 Marks)

- **Sample 2**

1.	→ this way if you get fired, or hurt you have something to help you out
2.	→ for retirment → So when retire don't have to worry so much about money.

Mark: 1 out of 2
Rationale: - One reason articulated (twice) (1 mark)
- One incorrect reason

Question 13 Restricted Response with Explanation **Investments** (2 Marks)

- **Sample 3**

1. - help you save your money
2. - you can collect interest on it

Mark: 2 out of 2
Rationale: - Two reasons articulated (1 mark × 2)

Question 14 Open-Ended Response **Investments** (4 Marks)

- **Test Item and Scoring Guide**

Bill wishes to invest some money. His financial advisor has suggested six types of investments. Bill is willing to assume a high risk and is seeking a high rate of return in a short period of time.

A) From the list below, select and describe one type of investment that Bill should consider to best fit his needs.

B) From the list below, select one type of investment that Bill should not consider.

Savings Account
Guaranteed Investment Certificate (GIC)
Canada Savings Bonds
Stocks
Real Estate
Collectibles

	Investment type	**Description of Investment type**
A) <u>BEST FIT</u> Investment Bill should consider		
B) <u>POOR FIT</u> Investment Bill should **not** consider		

Answer: *Type of investment to be considered* } *1 mark for type*, *1 mark for description*

Type of investment to be not considered } *1 mark for type*, *1 mark for description*

e.g.,

A) Bill should consider:

Investment type	**Description of Investment type**
Stocks	*Stocks are high risk and can have a high rate of return. Stocks are shares in a company. The value or price fluctuates. They are bought and sold through a stock exchange or stockbroker. There may be a cost charged to purchase stocks.*
Collectibles	*Collectibles are high risk because it's hard to predict their future value. Collectibles can be anything from Ty Beanie Babies, antiques or furniture to hockey cards. If you choose well overtime the value can increase at a high rate.*

B) Bill should ***not*** *consider:*

Investment type	**Description of Investment type**
Guaranteed Investment Certificate	*The interest accrued is moderate with no risk. There would be a penalty for withdrawing the certificate before its maturity date.*
Canada Savings Bonds	*The interest accrued is moderate with no risk. There would be a penalty for withdrawing the certificate before its maturity date. CSBs are usually "locked in" for longer periods of time.*
Savings Account	*The interest accrued is minimal and has no risk.*
Real Estate	*Over a short period of time, real estate will not increase in value. It is a low risk activity with a low rate of return (if any).*

Question 14 — Open-Ended Response — Investments — (4 Marks)

- **Sample 1**

	Investment type	Description of Investment type
A) BEST FIT Investment Bill should consider	Should Consider Bill should consider GIC's	because there are many you can choose from which all have different rates they are cashable at any time.
B) POOR FIT Investment Bill should **not** consider	should not stocks	because they could drop at any time and you could louse all of your money

Mark: 0 out of 4
Rationale: - GICs do not have high risk of return – poor fit
- Stocks are high risk and therefore should be considered

Question 14 — Open-Ended Response — Investments — (4 Marks)

- **Sample 2**

	Investment type	Description of Investment type
A) BEST FIT Investment Bill should consider	Stocks are very high risk.	And you can win money quickly with stocks. I would suggest stocks
B) POOR FIT Investment Bill should **not** consider		

Mark: 2 out of 4
Rationale: - Investment identified (1 mark)
- Investment described (1 mark)

Question 14 Open-Ended Response **Investments** (4 Marks)

- **Sample 3**

	Investment type	Description of Investment type
A) BEST FIT Investment Bill should consider	Stocks	- depending which Stock he buys can be very high risk with a high rate of return this sound perfect for Bill
B) POOR FIT Investment Bill should **not** consider	Savings Account	here there is No risk he will get a very low rate of return. This is not what Bill wants.

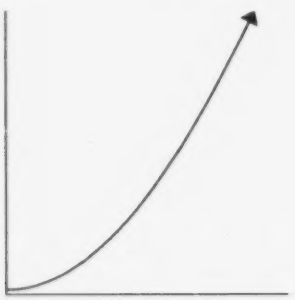
Mark: 4 out of 4
Rationale: - Investment identified (1 mark × 2)
- Investment described (1 mark × 2)

Question 15 Multiple Choice (1 Mark)

- **Test Item and Scoring Guide**

Which of the following graphs best illustrates a partial variation?

D)



Question 16 Restricted Response **Variation and Formulas** (2 Marks)

♦ Test Item and Scoring Guide

Calculate the surface area of a soda pop can with a diameter of 6.6 cm and a height of 15.24 cm.

Answer: $SA\ cylinder = 2\pi r^2 + 2\pi rh$ } ½ mark (formula)

$Radius = 3.3\ (6.6 \div 2)$ } ½ mark (calculation of radius)

$= 2(3.14)(3.3)^2 + 2(3.14)(3.3)(15.24)$ } ½ mark (substitution)

$= 68.3892 + 315.83376$

$= 384.22296\ cm^2$ *or* $384.22\ cm^2$

(using 3.14) or 384.2

} ½ mark (solution)

OR

68.4239 (using π)

+ 315.9939

384.41784 → $384.42\ cm^2$

Note to the Marker: Common error - Students erroneously use diameter of pop can rather than radius for calculations.

DEDUCTION TO TOTAL SCORE:
Deduct 1/2 mark for solutions using the diameter of the pop can rather than its radius for calculations (i.e., 905.22432 (using 3.14) or 905.68 (using pi value)).

Question 16 Restricted Response **Variation and Formulas** (2 Marks)

- **Sample 1**

$SA = 2(3.14 \times 3.3^2 \times 15.24) + 2(3.14 \times 3.3^2)$

$SA = 2(157.92) + 2(20.72)$

$SA = 315.84 + 41.44$

$SA = 357.28$

Mark: 1 out of 2

Rationale:
- Correct substitution (½ mark × 2)
- Incorrect solution

Question 16 Restricted Response **Variation and Formulas** (2 Marks)

- **Sample 2**

$SA = 2\pi rh + 2\pi r^2$

$= 2(3.14)(6.6)(15.24) + 2(3.14)(6.6)^2$

$= 2(315.83) + 2(20.72)^2$

Mark: 1.0 out of 2

Rationale:
- Effective strategy to calculate surface area (½ mark × 2)
- Calculation of radius incorrect
- Incomplete solution

Question 16 — Restricted Response — Variation and Formulas — (2 Marks)

- **Sample 3**

$r = 33$

$2\pi rh + 2\pi r^2$

$2\pi 3.3(15.24) = 315.83$

$2\pi(33)^2 = 64.39$

$SA = 315.83 + 6839 =$ $384.22\ cm^2$

Mark: 2 out of 2

Rationale:
- Effective strategy to calculate surface area with correct substitution in formula (½ mark ×2)
- Calculation of radius (½ mark)
- Correct solution (½ mark)

Question 17 — Restricted Response — Variation and Formulas — (2 Marks)

- **Test Item and Scoring Guide**

The time it takes a construction crew to complete a job varies inversely with the number of workers.
It takes 8 workers 5 hours to complete the job. Calculate how long it will take 12 workers to complete the job. Calculate how long it will take 12 workers to complete the job.

Answer: Note: Table of values or graph are possible answers.

$t=\frac{k}{n}$	½ mark
$5=\frac{k}{8}$ $k=40$	½ mark
$t=\frac{40}{12}$	½ mark
$t=3.3$ hours	½ mark

or inverse proportion

$\frac{8}{12}=\frac{x}{5}$	½ mark
$8\times5=12x$ $40=12x$	½ mark
$\frac{40}{12}=x$	½ mark
$x=3.3$ hours	½ mark

Question 17 Restricted Response **Variation and Formulas** (2 Marks)

- **Sample 1**

12 % 8 = 1.5

5h - 1.5 = 3.5 hours

12 workers complete the job in 3.5 hours.

Mark: 0 out of 2
Rationale: - Ineffective strategy to find inverse variation
- Incorrect solution

Question 17 Restricted Response **Variation and Formulas** (2 Marks)

- **Sample 2**

$\frac{12}{3} = \frac{X}{5}$

3.33 4

Mark: .5 out of 2
Rationale: - Ineffective strategy to find inverse variation (proportion incorrect)
- Correct solution

- **Sample 3**

8 workers
5 hrs.

1.6

$$\frac{8}{5} = \frac{12}{x}$$

$$\frac{12}{5} = \frac{8}{x} \qquad x = 3.33 \text{ hours}$$

Mark: 1.5 out of 2

Rationale:
- Effective strategy to find inverse variation (½ mark × 2)
- Missing step 3
- Correct solution (½ mark)

Question 18 — Extended Restricted Response — **Variation and Formulas** — (4 Marks)

♦ Test Item and Scoring Guide

The total cost of an annual awards dinner is partly constant and partly varies directly as the number of guests increases.
A total of 250 guests costs $4000 and a total of 400 guests costs $6250. Find the cost of the dinner if 600 guests attend.

Answer: *250 people cost $4000*
400 people cost $6250

150 additional people } ½ mark
cost = $2250 } ½ mark
$15 per person } 1 mark
} 2 marks

4000 = fixed cost + 250(15) } ½ mark
4000 = fixed cost + 3750
fixed cost = 4000 − 3750 = $250 } ½ mark
} 1 mark

So for 600 guests = 250 + 600(15) = $9250 } 1 mark
↑ ½ mark ↑ ½ mark

OR student can use equation method

Equation Method:
C = F + kn } ½ mark
4000 = F + 250 n
6250 = F + 400 n
2250 = 150 n } ½ mark
n = 15 } 1 mark
} 2 marks

then
4000 = F + 250 (15)
4000 = F + 3750
F = 250
} 1 mark

now for 600 guests
C = F + kn
C = 250 + 600 (15) } ½ mark
C = $9250 } ½ mark
} 1 mark

OR student can use arithmetic method

Arithmetic method:

n	C
250	4000
400	6250

} ½ mark

$6250 - 4000 = 2250$
$400 - 250 = 150$
} ½ mark

$k = \frac{\$2250}{150} = 15$ } 1 mark

} 2 mark

$C = F + kn$
$\$4000 = F + \$3750$
$250 = F$
} 1 mark

$\therefore$ *for 600 guests the cost is* $= 250 + (15)(600) = \$9250$ } 1 mark

↑ ½ mark ↑ ½ mark

Question 18 Extended Restricted Response **Variation and Formulas** (4 Marks)

♦ **Sample 1**

250 - 4000 16
400 - 6250

600 + 6250 = 6850
6850 x .375 = 2568.75
6850 + 2568.75 =
$9418.75 for 600 people.

Mark: 0 out of 4
Rationale: - Ineffective strategy to calculate costs
- Incorrect solution

Question 18 Extended Restricted Response **Variation and Formulas** (4 Marks)

- **Sample 2**

$9100 for 600 guests

Mark: 0 out of 4
Rationale: - No work shown
- Incorrect solution

Question 18 Extended Restricted Response **Variation and Formulas** (4 Marks)

- **Sample 3**

16 x 600 = $9600

it would cost $9600.00

Mark: 0 out of 4
Rationale: - Ineffective strategy to calculate costs
- Incorrect solution

13391

Senior 4 Consumer Mathematics (40S)
Standards Test

Project
Resource Package

Renovation Project

January 2002

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Education,
Training
and Youth

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DO NOT USE

Welcome to the Renovation Project.

This resource package has been created to help you plan the conversion of a bedroom into a home office.

General Instructions:

Your class may have a 60-minute brainstorming session during the first work period, in which you may work with others, discuss, and research the project freely. Following the brainstorming session, your work must be individual. Your teacher is not permitted to assist you in developing or revising your project. Two additional 60-minute work periods will be devoted to creating individual projects based on the assigned topic. You must submit an individual project that reflects your own work.

Develop a structured project on the topic of renovations. Your project must be double-spaced and written or printed in blue or black ink.

This resource package is designed to provide background information, charts, diagrams, and tables to assist you in completing your project.

The Renovation Project

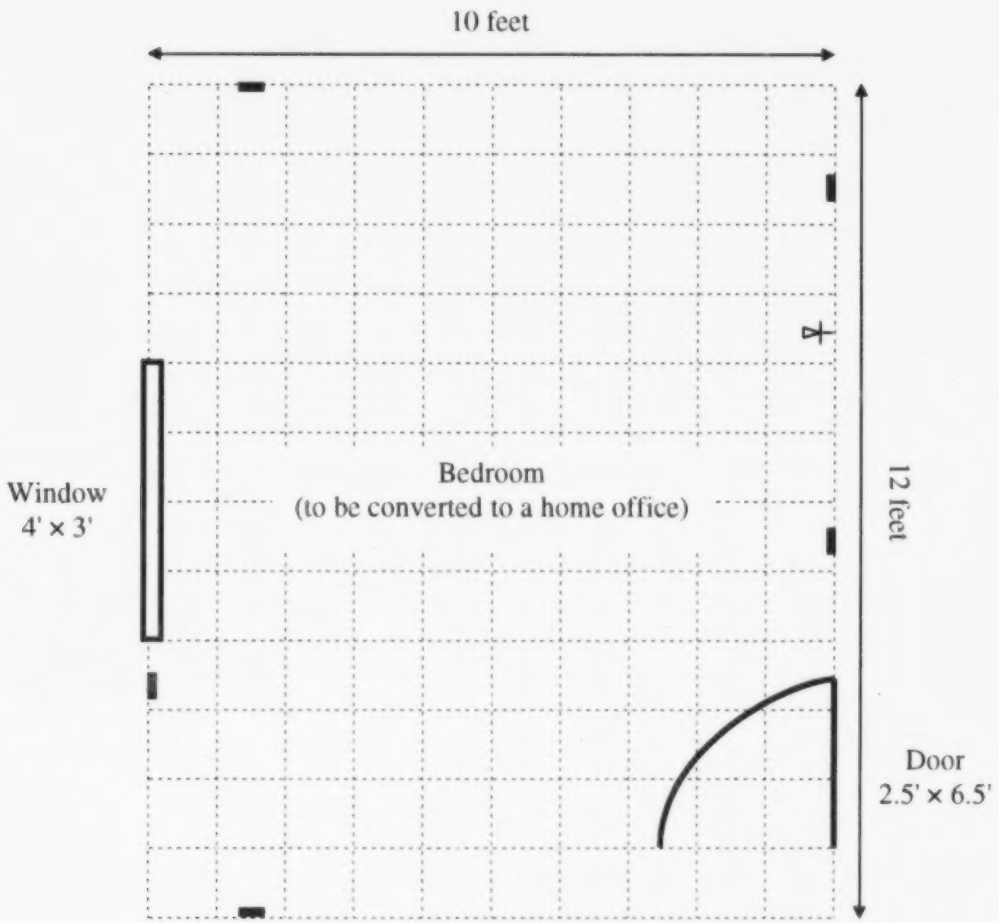
DO NOT USE

This project has three components. You must renovate, decorate and furnish a 10' x 12' bedroom to create a home office within a $5 000 budget. During the renovation, the carpeting must be converted to a hardwood floor, and a built-in shelving unit must be included in the home office. (Assume that you have the tools, hardware and the ability to complete the renovation yourself.) The decorating and furnishing are essential, but based on personal choice.

The basic structure of your project should include the following information:

- Projected total cost of renovating, decorating, and furnishing the room (template provided)
- Final estimate of costs for renovating, decorating, and furnishing the room (template provided)
- Justifications for selections and/or adjustments made to remain within budget
- Layout of the completed renovation

DO NOT USE



Scale 1 centimetre = 1 foot

Ceiling height = 8 feet

Electrical outlet = ▬

Telephone jack = ⊳+

DO NOT USE

ESTIMATE SHEET: Costs for Home Office

DO NOT USE

PART A

Budget $5000 (Canadian)

PART B **ESTIMATED COST**

Renovating

_____ _____

Decorating

_____ _____

Furnishing

_____ _____

PROVINCIAL TAXES _____

GST _____

TOTAL (estimate) _____

DO NOT USE

FINAL ESTIMATE OF COSTS for Home Office

DO NOT USE

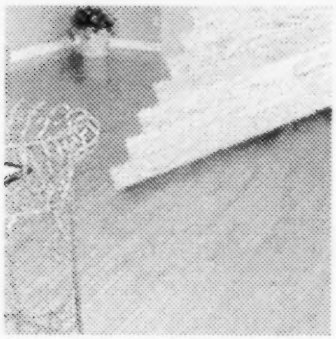
PART A
Budget $5000 (Can)

PART B	**ITEM**	**UNIT COST**	**TOTAL COST**
RENOVATING			
Materials (itemized)			
Other			
DECORATING			
Materials (itemized)			
Other			
FURNISHING			
Furniture (itemized)			
Other			
PROVINCIAL TAXES			
GST			
TOTAL			

DO NOT USE

Renovating

DO NOT USE



Hardwood Floors **Price: $4/ft.^{2}**

Wood strips are available in a wide variety. Among the most popular: maple, yellow birch, white ash and, of course, oak. Whatever your preference, you can select it in widths ranging from 1 1/2 in. to 3 1/2 in. Note that narrower strips are more stable when subjected to humidity variations.

Generally, wood floors are installed in bedrooms, family/living room, office, dining room and hallways. They never go out of style, they're warm and they can adapt to any style of décor. They can also be stained in order to produce different effects. They're very resistant and require little maintenance.

However, you'll need to take the family away for a few days during sanding and the application of the protective varnish. It's therefore important to choose a quality product that won't yellow and will withstand shocks and scratching well. You don't want to have to go through the installation process too often! You can also buy pre-varnished wood strips that are easy to install.

Parquet **Sold in 12.9 sq. ft. package only $4.99/ft.^{2}**

Each parquet tile is made of small strips of wood attached to a piece of canvas. Although hardwood floors are generally preferred by wood floor lovers, parquet is often used, probably because of its low cost. It's resistant, easy to install and requires little maintenance. It can be installed everywhere except in the kitchen and bathroom, as is the case with most wood floors that don't adapt well to high humidity.

Some manufacturers sell pre-glued parquet tiles that are very easy to install. Finally, staining parquet can produce charming effects.

Stratified floors **Sold in 12.9 sq. ft. package only $4.99/ft.^{2}**

Relatively new on the market, the stratified floor is made of chipboard panels covered with a 1/8th in. thick wood veneer. It's gaining in popularity.

Stratified floors have an uncanny resemblance to conventional hardwood floors. Stratified floorboards measure 54 3/8 inches by 7 11/16 inches. The thickness is only 5/16", which makes them easy to install over existing floors. It resists compression, scratching, abrasives, spike heels, chemical products, stains and cigarette burns. Given the thinness of the hard wood veneer, the expected life of the floating floor is inversely proportionate to the frequency of sanding.

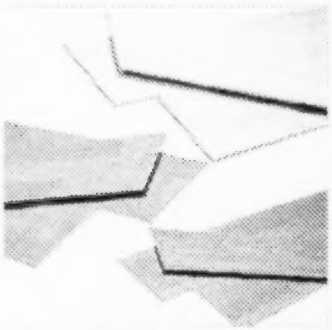
Easy to maintain, it needs neither waxing nor stripping. Clean the stratified floor with a broom, a humid sponge or a vacuum cleaner. Stubborn stains can be rubbed off with a wet cloth. Never use a saturated cloth or wash by pouring water onto the floor. Stubborn stains such as paint, nail polish, oil, etc. are easily removed with acetone or any alcohol based solvent.

Installing a stratified floor is easy. Among other things, it works well on concrete and is very stable. It doesn't require the building of a subfloor, unless there is a drain that you wish to conserve. Some manufacturers even make strips that are fitted with an acoustic membranes, which eliminates one phase of the installation process.

Stratified (floating) floors are offer in various finishes such as beech, ash, mahogany, wild cherry, maple, natural oak, moss green and polar white oak.

RONA
building on your imagination

Floating floor **Price: $4/ft.^{2}**



Relatively new on the market, the floating floor is made of chipboard panels covered with a 1/8th in. thick wood veneer. It's gaining in popularity. Among other things, it doesn't require the building of a subfloor, works well on concrete and is very stable.

Installing a floating floor is easy. Some manufacturers even make strips that are fitted with an acoustic membranes, which eliminates one phase of the installation process.

Given the thinness of the hard wood veneer, the expected life of the floating floor is inversely proportionate to the frequency of sanding

homeportfolio.com
WHERE DREAMS BECOME HOMES

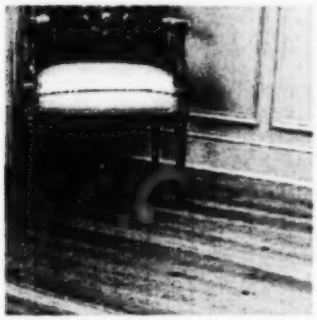
Price: $4/ft.^{2}

The natural color, tongue-and-groove construction, and square edges of the three strips of pre-assembled 1/2" thick, 7 11/16" wide, and 86 5/8" long planks add to the quality of this tough, performance-tested floor. A 25-year Dura-Luster Plus Finish Warranty is included.

Cherry
from Bruce® Hardwood Floors

DO NOT USE

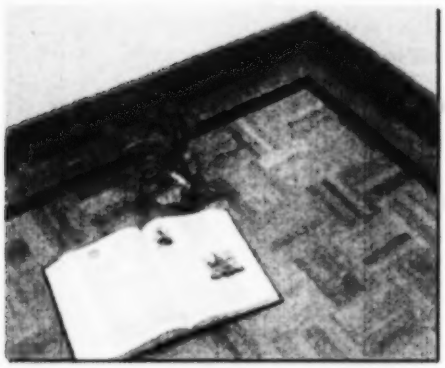
Price: $4/ft.^{2}



Colonial Heart Pine
from Authentic Pine Floors

Parquet Flooring - Redi-Flor™ PARQUET

Sold in 10/ft.^{2} package only $4.99/sq. ft.



This pre-finished, natural wood product features a formaldehyde-free, non-allergenic, no-wax polyurethane finish which reduces allergies to dust and is easy to maintain. Easy on your budget and featuring an attractive mosaic pattern, Redi-Flor™ Parquet comes complete with a 5 year warranty, and is a desirable combination of elegance and economy making it an excellent choice for your living room, dining room, family room, recreation room or bedroom.

Manufactured from solid oak, maple, birch, ash or beech, Redi-Flor™ Parquet is economical, easy to install and long-lasting, and its durable semi-gloss finish makes it virtually maintenance-free! Redi-Flor™ Parquet is also extremely versatile—offered in a variety of colours including Natural Tone, Golden West, Honey Brown, Cinnamon, Cherokee Designer Rosewood and Designer Sierra to suit any décor in your home or office.

Redi-Flor™ Parquet is so popular it is specified as the standard in most new home construction. It is supplied in 12" x 12" sheets in packages covering 10 square feet, and can be installed using our own Redi-Flor™ adhesive on most plywood or concrete sub-floors. Installation instructions are included in every package.

Redi-Flor™ Parquet...the preferred choice of builders and home owners throughout Canada!

DO NOT USE

Shelving

Grizzly Industrial, Inc.

H1525
White Oak - 3' Long, Thickness & Width: 4/4(7/8") x 4"
$3.55

Welcome to the Grizzly Wood Store. Due to frequent customer requests we've added the most popular domestic and exotic hardwoods to our selection of fine tools.
Our buyers go to the mills and purchase full truck loads of these woods, which are then processed by us at our own plant and shrink wrapped for shipping. Each piece is individually inspected and meets Grizzly's high grading standards. Buy with confidence.
Quercus Alba: Natural to olive green in color sometimes with white and gray. Like red oak only tighter open grain and 6 to 8 percent harder.
Please be advised that this lumber is surfaced to 7/8" and may or may not contain some planer skips. In addition, this lumber is rough sawn on both edges and the width may vary up to plus or minus 1/4". Each piece has at least one clear face and grain and color cannot be guaranteed to match from piece to piece.

H1549
Ash - 3' Long, Thickness & Width: 4/4(7/8") x 4"
$2.90

Fraxinus Americana: White to medium brown in color. Coarse open grain.
Heavy, hard, strong, stiff, high in shock resistance and excellent bending quality.
Above average workability.
Please be advised that this lumber is surfaced to 7/8" and may or may not contain some planer skips. In addition, this lumber is rough sawn on both edges and the width may vary up to plus or minus 1/4". Each piece has at least one clear face and grain and color cannot be guaranteed to match from piece to piece.

DO NOT USE

McDiarmid Lumber

Shelving

- Durable melamine finish
- Matching brackets & standards available
- White & oak

8" x 36" 4627, 4603	**4.99**	10" x 48" 4632, 4608	**7.49**
8" x 48" 4628, 4604	**6.99**	12" x 24" 4634, 4610	**4.99**
10" x 24" 4630, 4606	**4.49**	12" x 36" 4635, 4611	**7.49**
10" x 36" 4631, 4607	**5.99**	12" x 48" 4636, 4612	**9.99**

Note: For the purposes of this project, assume shelving cost includes brackets and standards.

DO NOT USE

Decorating

DO NOT USE

RONA
building on your imagination

Supreme interior and exterior acrylic latex

Supreme interior and exterior acrylic latex. Primer-sealer / undercoater finish. White. 3.78 litres.

$26.99

RONA
building on your imagination

Interior soft glow latex

LAURENTIDE Interior soft glow latex. Super white. Superior. White. 3.78 litres.

$39.59

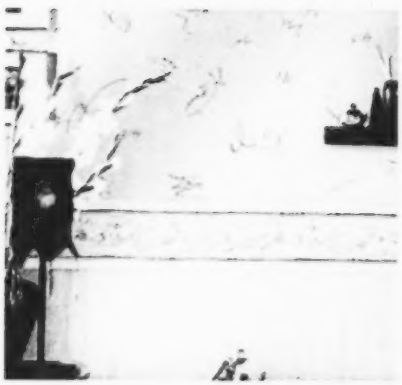
Note: For the purposes of this project, assume 3.78 litres of paint covers 500 square feet.

The Internet Wallpaper Store!

DO NOT USE

38301 Wall Mural
Our Discount Price: **$99.99** 8 Part Mural

((8 panel) Mural) , **Measurements:** 12' 9" x 8' 10" World map mural comes in 3 sizes: 8 panel is 12 ft 9 in x 8 ft 10 in, 4 panel is 8 ft 10 in x 6 ft 2 in, and the poster is 3 ft 2in x 2 ft 3 in. Dry paste included



167041 Wallpaper
Our Discount Price: **$27.74** Per single roll

(4 1/2 Yards per single roll) , **Trimmed Width:** 28"
Pattern Repeat: 24" Drop , Strippable Removal
Material: Vinyl Protected Prepasted , Washable

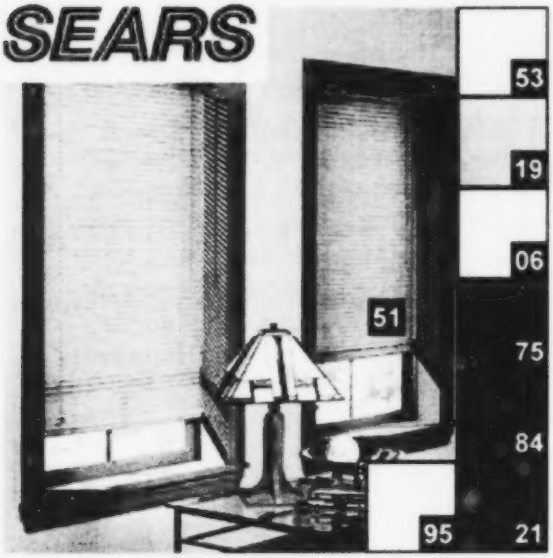
167042 Border
Our Discount Price: **$24.79** Per 5 yard

(5 Yards per spool) , **Border Height:** 6"
Pattern Repeat: 24" , Strippable Removal
Material: Vinyl Coated , Prepasted , Washable

167043 Wallpaper
Our Discount Price: **$27.74** Per single roll
Sold in even number of rolls only
(4 1/2 Yards per single roll) , **Trimmed Width:** 28"
Pattern Repeat: 24" Random , Strippable Removal
Material: Vinyl Coated , Prepasted , Washable

DO NOT USE

SEARS



WHOLE HOME® ESSENTIALS 'GENESIS' 1" PVC MINI-BLINDS –

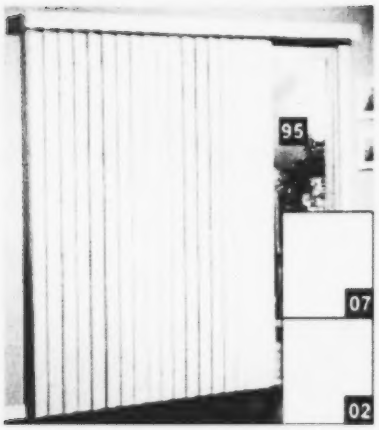
Window Blinds Durable beveled-edge PVC slats are lead-free and warp-resistant. Valance-free headrail design and clear hidden brackets provide a sleek, contemporary look. Colour-coordinated cords. Remove slats to shorten, if needed. Wipe-clean with mild soap.

Window Blinds – 53¾" W. x 45" L.

Lowest current Sears catalogue price: $ 15.99

Item Number: 241 853 915 10

SEARS



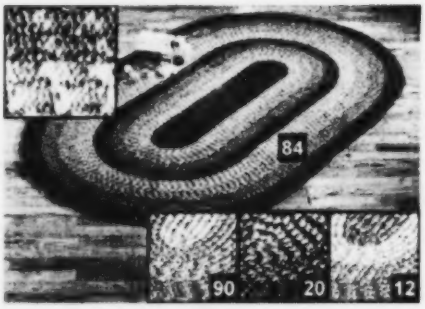
WHOLE HOME® ESSENTIALS PVC VERTICALS - Custom-made With thick slats to help improve stability and hang straight. Self-aligning carriers let you realign the vanes by simply pulling a chain. Weighted cord control resists tangling. Made in Canada. Wipe clean. Installation instructions and hardware are included. NOTE: outside casing mount recommended. Please state the exact width and length you require plus your choice of one-way draw that opens to the left or right, or, two-way draw that opens from the centre in the Special Instructions field of your electronic order form.

Custom - 24-48 1/2" w. x 24-48" l.
Lowest current Sears catalogue price: **$ 89.99**

Item Number: 243 057 236 10

DO NOT USE

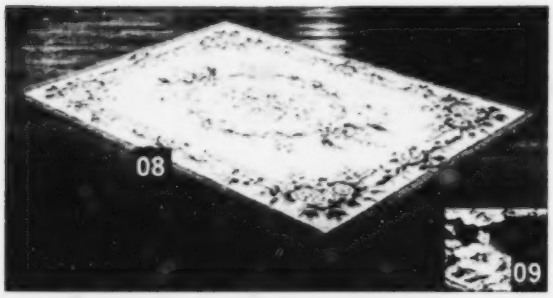
SEARS



BRAIDED RUG - 'Hometown' Reversible for longer wear. Some size, colour and pattern variations may occur giving each rug its own unique look. Professional cleaning is recommended. Nylon yarn is woven around a soft inner core for a cushioned feel. The braids are then sewn together with strong nylon thread. Produced from man-made fibres. As a result of the manufacturing process, the raw materials may react causing shrinkage in your rug, therefore, the printed specifications may not be exact. **'Hometown' Rug - 20" x 30"**

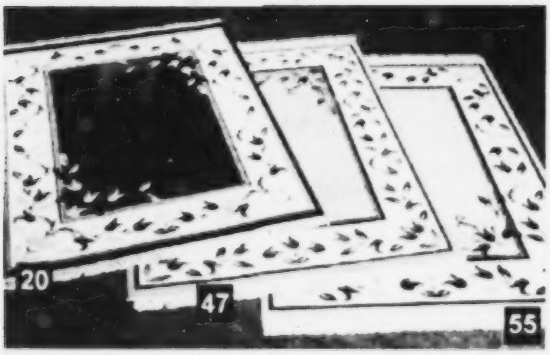
Lowest current Sears catalogue price: **$ 19.99**
Item Number: 023 048 021 10

SEARS



HEAT-SET POLYPROPYLENE RUG - 'Monte Carlo'
Superb pattern clarity and definition for lang-lasting beauty. Stain-resistant. Spot-clean stain by blotting with a mild detergent. Professional cleaning is recommended.
'Monte Carlo' - 2'3" x 3'3"
Lowest current
Sears catalogue price: **$ 39.99**
Item Number: 023 051 015 10

SEARS



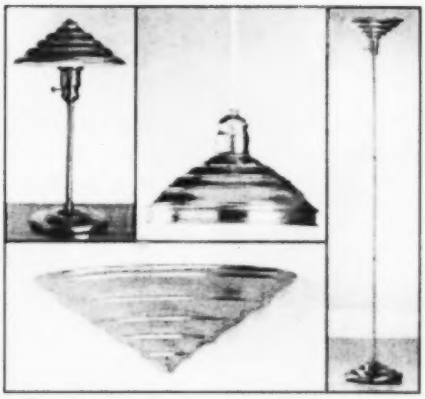
MOTIF PRINT AREA RUG - 'Floral Border'
Ideal for heavy traffic areas. Made in Canada from olefin with a jute-polypropylene backing. Professional cleaning is recommended. Dimensions stated are approximate
'Floral Border' - 5'3" x 7'6"

Lowest current Sears catalogue price: **$ 99.99**
Item Number: 023 053 004 10

DO NOT USE

SEARS

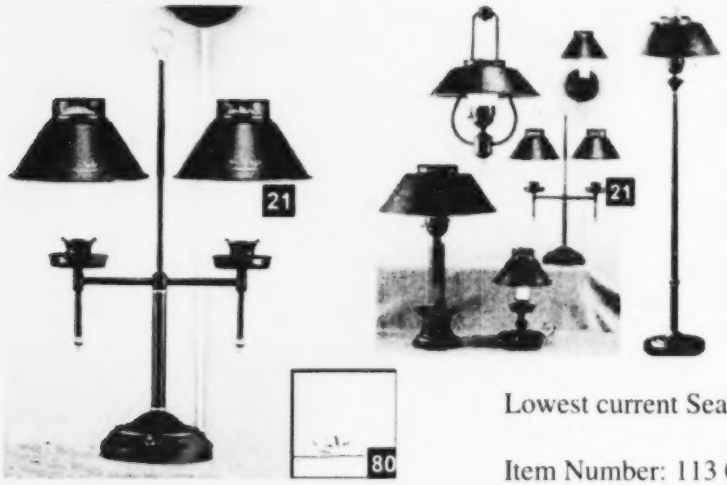
Whole Home® Preferred 'Retro' lighting - Desk Lamp Features an elegant pewter finish. Fixtures use standard-base bulbs (not included). Uses one 3-way 60-watt (max.) bulb. 12" w. x 21" h.



Lowest current Sears catalogue price:

$ 99.99

SEARS



COUNTRY-STYLE HURRICANE TWIN TABLE LAMP

3-way switch. Uses two max. 60 watt bulbs (not included). 23" h.

Lowest current Sears catalogue price:**$ 79.99**

Item Number: 113 040 054 10

DO NOT USE

SEARS

HALOGEN TORCHIÉRE LAMP - 250-watt

Safety grid over bulb. Sturdy weighted base. Hi/low rotary switch at mid-pole. Halogen bulb included. Double-enclosed heat-resistant borosilicate glass bulb. 71 1/2" high.

Lowest current Sears catalogue price: **$ 39.99**
Item Number: 113 041 810 10

SEARS

FUNCTIONAL TENT STYLE FLOOR LAMP

Adjustable shade. Polished Brass-finish accents. On/off switch. Uses one max. 60-watt standard bulb (not included).

Made in Canada. 49 1/2" h.
Lowest current Sears catalogue price: **$ 63.99**

Item Number: 113 041 151 10

elights.com
the lighting superstore

Day-Brite T12 Narrow Wraparound

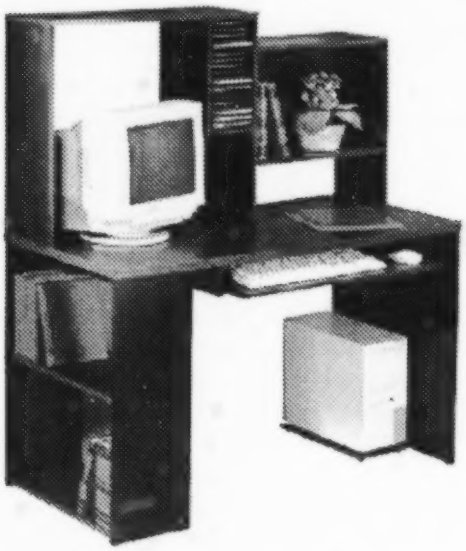
DAYOWN240120

Sale price: **$31.00**

4'X 8' 2 Lamp
T12 Fluorescent Lamp
Prismatic Acrylic Lens

Furnishing

DO NOT USE



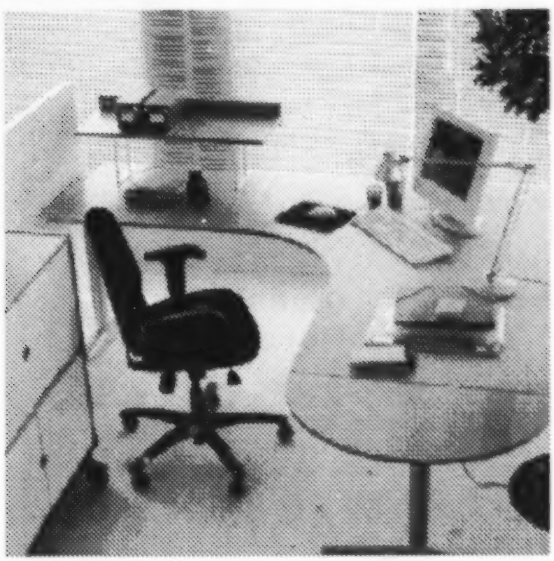
RONA
building on your imagination

Work desk

Laminated computer desk with hutch. Sliding keyboard shelf. C.D. storage.
Approx. 48 in. x 24 in. x 30 in. Mahogany and black.

$99.00

IKEA



Professional office workstation

Plan your space for better work flow.

EFFEKTIV series features ergonomically sound design combined with flexibility to create desk arrangements that make the most of your office layout.

desk $707
storage unit $327
ANTIFONI desk lamp
sheds light on your work **$59.**

DO NOT USE

IKEA

The integrated workspace
Build a workspace that fits into your life.

MÅNEN computer table, $159.

Pivoted shelf may be placed on either left or right side. Space on lower shelf for a horizontal CPU or printer. Child-safe rounded corners. White melamine and steel.

SANDI swivel chair, **$39.95.**

Office DEPOT
Taking Care of Business

Office Depot® Super Ergonomic Fully Adjustable Chair, Gray

These attractive and comfortable adjustable chairs feature built-in lumbar support. Seat and back angles can be altered with a single lever, and back height can be adjusted easily with a knob. Arms are height-adjustable and feature comfortable synthetic armrests. Attractive, decorative impact-resistant shrouds cover both the underside of the seat and the outside of the back. Available in blue, burgundy and gray.

List Price: $308.00 **Our Price: $134.99**
Item # 588343 Manufacturer # 81802

SEARS

DELUXE STUDENT CHAIR
With manual seat height adjustment 15 1/2-21 1/2" high. Adjustable seat depth. Polypropylene upholstered seat and back. Made in Canada. Fully assembled. 20" wide x 16 1/2" deep x 32" high. Lowest current Sears catalogue price:

$ 69.99

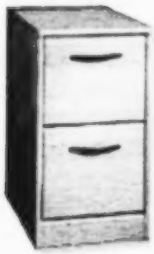
DO NOT USE

STAPLES

TENEX - Chairmat for Hard Floors

New Stipple Top offers excellent clarity. Stipple Top also reduces reflective glare from overhead lights and reduces scuffing to improve durability. Features Smooth Back to stay put on all hard floors, including concrete, wood, linoleum, tile, and other smooth surfaces. Facilitates chair movement and protects your carpet from excess wear and dirt. Ramped edge for easy roll-on and off. Foldable for easy portability and moveability.
Traditional shape. 45" x 53". **Lifetime guarantee (details with product).**
Item Number 449735
$39.75

Office DEPOT
Taking Care of Business

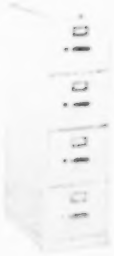


O'Sullivan 2-Drawer Premium Laminate File Cabinet, 28"H x 15 1/2"W x 20 1/4"D, Alder

Stylish filing cabinets accept Pendaflex® file folders. Handsome wood is finished in alder with black European drawer pulls or cherry with brass finish drawer pulls.

Our Price: $79.99

Office DEPOT
Taking Care of Business



HON® 1000 Series 4-Drawer Letter File, Gray

These two- and four-drawer commercial-grade files have full-suspension drawers with thumb latches for easy access, wire followers, and label holders for easy retrieval. Lock kit and hang rails sold separately. HON® written lifetime warranty

Our Price: $99.99

DO NOT USE

Office DEPOT
Taking Care of Business

Hirsh Industries Assistant 2-Drawer Letter File, Almond

Organize your letter-size documents in a compact file cabinet that fits almost anywhere. This steel cabinet with textured almond finish has high-side locking drawers that are ready to accept file folders. European, easy-grip handles add style and are easy to use. A preinstalled lock adds security.

Our Price: $29.99

SEARS

Filing Cabinet

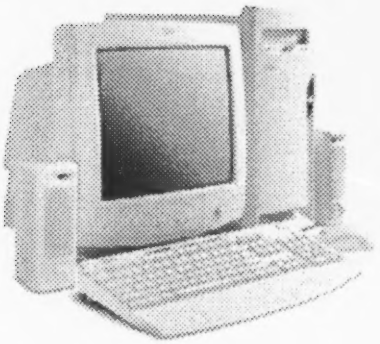
Complement to computer workstations. 3 drawers: 2 for stationery and supplies, one for hanging files. Lockable (2 keys included). Moves easily on smooth-glide casters. Melamine laminate surface. Steel cabinet body. 17" wide x 23" deep x 22" high. In Grey.

Lowest current Sears catalogue price: **$ 149.99**

DO NOT USE

New NetVista A20i (26U)
with 15" Monitor and
Lexmark Z12 printer.

Yours for $1,249.00
(Includes shipping and handling).



NetVista A40i (49U) offers power, performance and affordability

Includes a 17" Monitor, Lexmark Z32 Printer and 3 months @Home Service. Yours for

$1,499 (includes Shipping and Handling)
Micro tower (4x4), PCI

Processor type2:	AMD Duron 800MHz
Memory:	64MB
Disk capacity:	30GB
Graphics subsystem:	S3 Diamond, 8 MB
Installed operating system:	Microsoft Windows Millennium Edition

DO NOT USE

FUTURESHOP.ca

eTower 633irx, Celeron 633MHz -

* Monitor not included *

Powered by the Intel Celeron 633Mhz (w/ 128KB L2 Cache), the etower 633irx packs a punch. It comes standard with a built-in 8X CD ReWriter, 48X Max. CD ROM, 20GB hard drive, and an internal 56K Fax/Modem. **Monitor Not Included**

Regular Price: $899.99

Future Shop Sku:	FS10005832
Mfr. Part Number	ETOWER 633IRX
Available Expansion Bays	None
Available Expansion Slots	3 PCI
Cache	128KB
CD Rom Drive	40X
CDRW	8X
CPU Speed	633MHz
Disk Drive	3.5"
DVD Rom Drive	No
Fax/Modem	56K V.90
Graphic Card	Intel 810 Shared
Hard Drive	20 GB
I/O Ports	2 USB, 1 Serial, 1 Parallel, 1 Game
Internet Camera	No
Other Software	Windows ME, MS Works
RAM	64 MB
Software	Windows ME, Microsoft Works
Sound Card	Intel AC '97 Audio
Speakers	Stereo
Warranty	1 Year

DO NOT USE

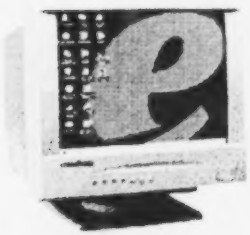
FUTURE SHOP.ca

Buyers of the product on previous page were also interested in:

eView 17p 17" Monitor

Regular Price: **$299.99**

16" Viewable, 0.27mm dot pitch, Plug & Play, AC 110~240V 60/50Hz



Future Shop Sku:	A28192
Mfr. Part Number	15 P
Dot Pitch	0.27mm
Maximum Resolution	1280 X 1024
Refresh Rate at Maximum	60Hz
Viewable Image Area	16"

sears.com
SEARS HOME PAGE

Compaq 3-In-One Color Printer/Scanner/Copier

Print, copy and scan. Create high-resolution, photo-quality printouts on a wide variety of media, including banners and cardstock. Stand-alone, high-quality color and black and white copying at the touch of a button - no PC required. Print up to 1200x1200 dpi in both black and white and color. Makes 1-99 copies from an original.
Reduces up to 25 percent and enlarges up to 400 percent in 1 percent increments.
Also scan documents and photos directly to applications, Email or web pages. Scan up to 600x1200 dpi optical resolution or up to 9600 dpi enhanced resolution.

$299.99

Sears Item #: 00389441000
Mfr. Model #: C31000

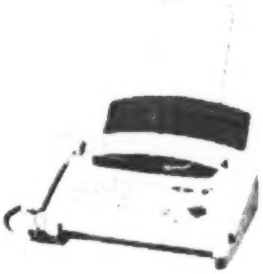
FUTURESHOP.ca

Brother Fax 560

Plain Paper Personal Fax, 10 page document feeder, 50 sheet paper cassette, 512KB Memory, Broadcasting, Quick scan for memory transmission, Multi copying with sort, Automatically receives fax & voice calls on the same phone line, and 54 station auto dialing. One year warranty.

Regular Price: $149.99

brother



FEATURES:

* 512K Memory stores up to 25 Pages for Out-of-Paper Reception
* 10 page Auto Document Feeder
* 50 Sheet Paper Cassette
* Quick Scan faxes for Memory Transmission
* Automatically receives fax and voice calls on the same phone line
* Fax Forwarding, Paging and Remote Retrieval
* Replacement Print Cartridge prints up to 150 pages
* Call Waiting/Caller ID and Distinctive Ring Detection ready
* Multicopying (up to 99) with sorting
* Copy enlargement to 150%, Reduction to 50%
* 54 Station Auto Dialing
* Search key makes Auto Dial numbers display alphabetically
* "Smoothing" enhanced image resolution for the best possible image quality
* Answering Machine Interface
* Broadcasting (up to 54 locations)
* Polling and Delayed Transmission
* Enhanced remote activation to transfer fax calls from any phone extension
* Error Correction Mode (ECM)
* Electronic Cover Page
* 64 Shade Gray Scale
* Auto Redial
* Help Key

DO NOT USE

Hewlett Packard 600 x 1200 dpi Color Scanner

STAPLES

Flatbed, 1-pass color and monochrome scanner. Scan, or e-mail buttons. 600 x 1200 dpi. 36 bit color, USB or parallel interface and 8-1/2 x 11-7/10 max. document size. 90 day limited warranty. Comes with CD-ROM that includes Adobe ® ActiveShare ™, electronic information and trouble shooting guide, Trellex Web ™ for personal web site creation, ArcSoft ™ PhotoFantasty ™ software that combines photos with fantasy backgrounds and ArcSoft ™ PhotoMontage

$149.99

Sears Item #: 00340430000
Mfr. Model #: 4300CSE

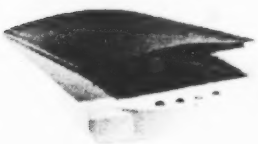
hp invent

Umax AstraNET e3470 Flatbed Scanner

FUTURESHOP.ca

UMAX

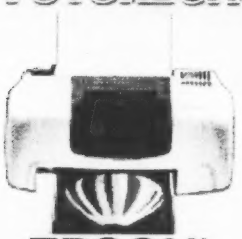
$169.99



The UMAX AstraNET e3470 is the first complete Internet scanner. With the AstraNET e3470 and the included WebLink software you can scan your images directly to your private photo album on the Internet, without requiring that the image be first saved to your hard drive.

FUTURESHOP.ca

Epson Stylus Color 480SXU Printer $79.99



EPSON

For quality home printing that fits a tight budget, choose the EPSON Stylus Color 480SXU. Whatever project you take on, this user-friendly units offer an affordable solution. Featuring Epson's award-winning Micro Piezo ink jet technology, the EPSON Stylus Color 480SXU delivers Photo Quality 720 dpi output for great looking web pages, banners, iron-on transfers, cards, homework assignments and more.
PRINTER CABLE NOT INCLUDED

KEY FEATURES: * 720 dpi resolution
* Delivers award-winning EPSON Micro Piezo ™ technology with great results on plain paper.
* True 4-color printing with Epson quick-drying inks
* Contains separate black and color cartridges and inks that won't smudge or bleed.
* Home software bundle included
  Includes ArcSoft ® PhotoPrinter ™ 2.0 LE and ArcSoft PhotoFantasy ™ 2.0 LE
* Application flexibility
  Perfect for printing web pages, photos, letters, banners, iron-on transfers, greeting cards, calendars, homework assignments and more.
* USB connectivity * Warranty - 90 days.

DO NOT USE

SEARS

GE® 2-9893GE1 CORDED PHONE AND DIGITAL ANSWERING MACHINE

Hands-free speaker phone with Call Waiting, Caller ID. Dial-back button for number displayed when using Caller ID. 12-number memory. 20 minute digital answering machine. Wall mountable. Requires subscription to service from local phone company

Item Number: 573 016 350 10

Lowest current Sears catalogue price:
$ 79.99

SEARS

GE® AM/FM CLOCK RADIO/PHONE WITH CALLER ID

Wake to AM/FM clock radio/alarm with dual wake setting. Snooze/sleep function. LCD display. Telephone with 99-number caller ID memory, 9-number memory, forward/reverse call-review with delete function, lighted keypad, flash function, ringer volume control, tone/pulse switch. Requires subscription to service from local phone company.

Lowest current Sears catalogue price: **$ 69.99**

Item Number: 573 016 518 10